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# CLEVELAND PUBLIC SCHOOLS
# ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

STF

# CLEVELAND PUBLIC SCHOOLS
# ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

FOR THE SCHOOL YEAR ENDING
AUGUST THIRTY-FIRST
NINETEEN HUNDRED AND NINE

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# DIRECTORY

## Educational Department

| | |
|---|---|
| William H Elson | Superintendent of Schools |
| Henry C Muckley | Assistant Superintendent |
| Warren E Hicks | Assistant Superintendent |
| Frank P Bachman | Assistant Superintendent |

## Supervisors

| | |
|---|---|
| Emma C Davis | English |
| Joseph Krug | German |
| Jannette F Jackson | Arithmetic |
| Jennie D Pullen | Geography and History |
| Clara E Lynch | Substitutes and Language |
| Mabel A Mackinney | Kindergartens |
| A A Clark | Penmanship |
| Pauline Gillette<br>Sara A Morley | Assistants |
| J Powell Jones | Music |
| Harriet D Parsons<br>Lee Belle Haight<br>Frances J Kelley | Assistants |
| Florence E Ellis | Drawing |
| Caroline Sowers<br>Maude Lawrence<br>Lucy S Ward | Assistants |
| William E Roberts | Manual Training, Elementary Schools |
| Ada B Williams<br>Cara Curtis Townsend | Assistants |
| Henry Luther | Physical Training |

## Superintendent's Office

| | |
|---|---|
| Donna Stevens | Clerk |
| Christine Smeshek | Stenographer to Superintendent |
| May F Corrigan | Stenographer to Ass't Supts. |
| Margaret M Palmer | Stenographer to Supervisors |
| Elizabeth Van De Motter | Stenographer to Supervisors |
| Frank Shepherd | Messenger |

# Annual Report of the Superintendent of Schools

**To the Honorable Board of Education:**

In accordance with your rules, I submit herewith report for the school year ending August 31st, 1909, being the seventy-third in the series.

## PART I

## I

## GROWING DIVERSITY AND INCREASING COST OF EDUCATION

### GROWING DIVERSITY

### Simplicity of Early Schools

The free public school in its beginnings was simple with respect both to its purpose and to its organization. As established in Cleveland in 1836, the free public school comprised the elementary school only and this without the upper grammer grades. Not until a decade later was public opinion sufficiently advanced and sufficiently strong to call into being the high school—a school with standards slightly beyond those of the present eighth grade. To these two types of schools, with a simple and single course of study, went the children of the city for many years.

### Recognition of Differences

In a government conceived in opposition to class distinction and special privilege, and dedicated to the principle of equality of opportunity, it is not strange, in providing a single type of elementary school and a single type of high school, each with a single course of study to be taken by all regardless of personal interest and educational destination, that it was thought equality of educational opportuntiy was being guaranteed. Time and experience have, however, brought clearly to view, the fact that equality of educational opportunity can be provided only as the different needs of the community and of particular groups of children are taken into consideration.

## Varying Needs of the Community

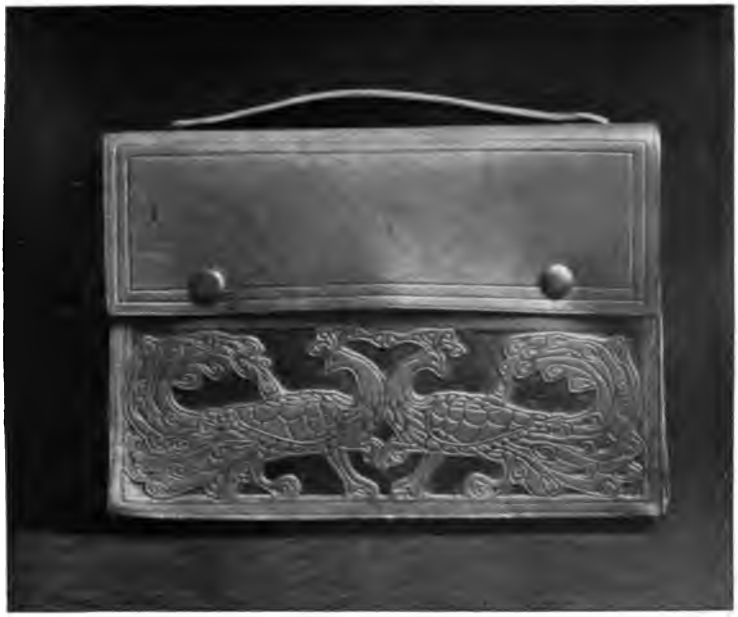
Not only is a city like Cleveland made up of a variety of component parts, but within each of these, there are centers peculiar to themselves. There are centers of foreign population; people late from the fatherland nobly struggling for a livelihood and earnestly seeking to master a new language, to understand new institutions, and to adopt themselves to new modes of social intercourse and life. There are centers of industrial and commercial workers,—strong, earnest, and persistent, whose income is limited and absorbed on the whole in the maintenance of the home and immediate care of the family. There are likewise centers of the more prosperous who have an increment of income beyond immediate necessity, and who are in position to enable their children to avail themselves of all the educational opportunities provided at public expense, and to secure for them additional educational advantages.

There are also differences in the work men and women find to do. There is need of lawyers, doctors, preachers, teachers, need of men of science, of art, and of office holders, but it takes but 6% of the bread-winners of our country to do all the professional work of society. There is need of managers for all lines of industry and commerce as well as special workers in these directions, yet relatively few find employment as managers or as industrial and commercial specialists, at most not to exceed 1%. The great need of our social order is for industrial and commercial workers, that is, the bulk of the world's work lies in the every-day pursuits, and it is in these or in every-day industrial and commercial activities that 94% of bread-winners find their life's work and in which they make a livelihood for themselves and for those dependent upon them.

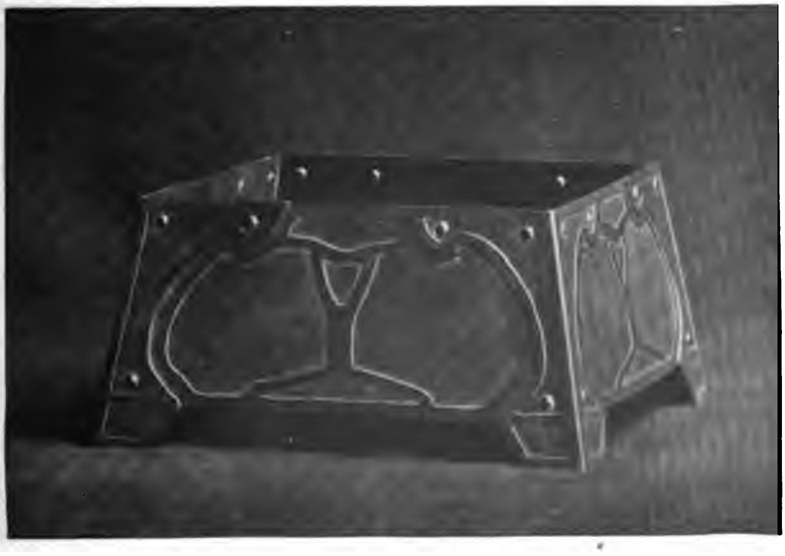
### Different Needs of Children

Similarly, there are differences in children. These may be characterized as internal and external. Among the internal differences are those in interest, taste, and capability. The intricacies of arithmetic are of interest to some, the heroic and human in literature and history to others, whereas the art and activities of drawing and manual training call strongly to others. The taste of certain children leads them toward the professions, of others toward administrative and managing vocations, while still others have a bent in the direction of industrial pursuits and commercial activities. Likewise, with talent. Some children take readily to literary and academic work, others to science, while still others are gifted with artistic ability and mechanical skill. Our present methods of determining interest, taste, and ability are, to be sure, crude, still we are able to discern with reasonable accuracy and to classify children into groups according to difference in inclination and capacity.

Among the external differences influencing the educational needs of children are the immediate conditions without the home and within the family. Too little attention has thus far been given to the influence of immediate surroundings upon school work. It is obvious that the educational needs of the child in a district where the streets are well paved and clean, where the homes are spacious and surrounded by lawns and trees, where the language of the child's playfellows is pure, and where life in general is permeated with the spirit and ideals of America, it is obvious that the educational needs of such a child are different from those of the child who lives in a foreign and tenement section. It is equally obvious



High School—Second Year



High School—Third Year

that the educational needs of the child, in the home where a foreign tongue is the prevailing language, where the parents are relatively ignorant of American customs, institutions, and ideals, are different from the one who is born of American parentage and absorbs from birth the spirit of our institutions and of our life.

The factor making the greatest external difference in children, when considered from the point of view of education, is the financial status of the home, for this determines for a majority their educational destination, that is, whether they are to complete their preparation with the elementary school, or will be compelled to supplement this, if at all, while employed, or whether they will go on to the high school, college, and university. Notwithstanding education is public and free, its direct cost to the parent is by no means small and in homes where there are several children it becomes burdensome. Indeed, so great is the direct cost of education and so great is the economic need of the larger number of homes, that, notwithstanding parents make great sacrifice to keep their children at school, the educational life of the majority of boys and girls culminates at the time they can legally join the ranks of the wage earner. In a word, the majority of children are destined, by reason of the economic status of the home, to terminate their education with the elementary school, or are compelled to supplement this while at work, and it is only the minority that have any immediate hope of going to high school and to college. The needs of those children destined to terminate their school education with the elementary school are obviously different from those so situated that they may continue their schooling in higher institutions.

Aside from the differences in the educational needs of normal children, there are also the particular needs of a variety of special classes, such as the deaf, the blind, the cripple, the retarded, and the mentally and physically defective.

## Diversity in Present System

With this recognition of differences in the needs of the community and of different groups of children, accompanied by an ever widening conception of what constitutes equality of educational opportunity, there has come a growing diversity in the free public school.

### Diversity in Elementary Schools

So great has the diversity become in elementary education, that there is no longer the elementary school in the old sense, but a variety of elementary schools. To be sure, there is the standard or regular day elementary school, the one to which the majority of children go, but even within this, the course of study no longer includes reading, writing, and arithmetic only, but comprises in addition geography, history, music, drawing, physical training, hygiene, manual training (for boys) and home arts (for girls). Nor is there longer a single course of study to be pursued by all, but for the four grammar grades at least, there are two courses; this makes possible maximum and minimum assignments in the more important studies, and secures such flexibility as is necessary to the adaption of instruction to the needs of different districts and of different groups of children. Furthermore, formal modes of classification and lock-step schemes of promotion are being modified through the organization of slow and fast grades, to the end that each child be permitted to work and advance according to his capacity.

Apart from the regular day elementary school a variety of special schools have found place in our system, each designed to minister to the needs of a particular type of child. The oldest of these special day elementary schools is the Boys' School, which grew out of the so-called ungraded schools organized in 1876 to care for neglected children, truants, and those whose habits and inclinations were detrimental to others. A special school was established in 1893 to minister to the needs of the deaf. Though attention was given to retarded children as early as 1893, and though classes for this type of child have existed from that date, schools for backward children as they now exist have taken form within the last four years.

There are now four kinds of these schools. First, there is what may be designated the "group school," that is, a teacher takes a group of children that are somewhat behind in a particular study, and while they are going on with their regular grade, gives them special aid at the time and place it is most needed. In a second type of backward school, children are segregated who have failed of promotion, and through the added attention given effort is made so to advance them that they may make up the time lost and go forward with their regular class. In a third type of backward school, there are collected boys and girls who are still in the fourth, fifth, or sixth grade, and who are likely to leave school at the end of the year. Effort is made to give these children, apart from recognized standards and courses of study, that instruction which will be most helpful to them on leaving school under such conditions. A fourth type of school for backward children is the Elementary Industrial School, now in its first year. This school is designed to meet the needs of boys and girls who are fourteen, have completed or have been enrolled in the sixth grade, and who desire a more practical training than that afforded by the regular course of instruction.

Among day elementary schools of a still more special type are the schools of individual instruction for physically and mentally defective children, established 1905; the school for cripple children, organized in 1908 and the school for the blind opened in the spring of 1909.

## Diversity in High Schools

A similar movement has occurred in our high schools. The high school of the 40's is no more. The course of instruction, originally containing but reading, spelling, writing, arithmetic, grammar, bookkeeping, algebra, geometry, natural philosophy, composition, and declamation, has been broadened to include a wide range of instruction in ancient and modern languages, in modern science, in literature, history, economics, music, applied arts, manual training, and physical training. Moreover, the single course pursued by all has given way to two courses, permitting of a wide range of electives and enabling the student within limits to choose those studies which best accord with his inclination and interest and and will best serve his practical purposes.

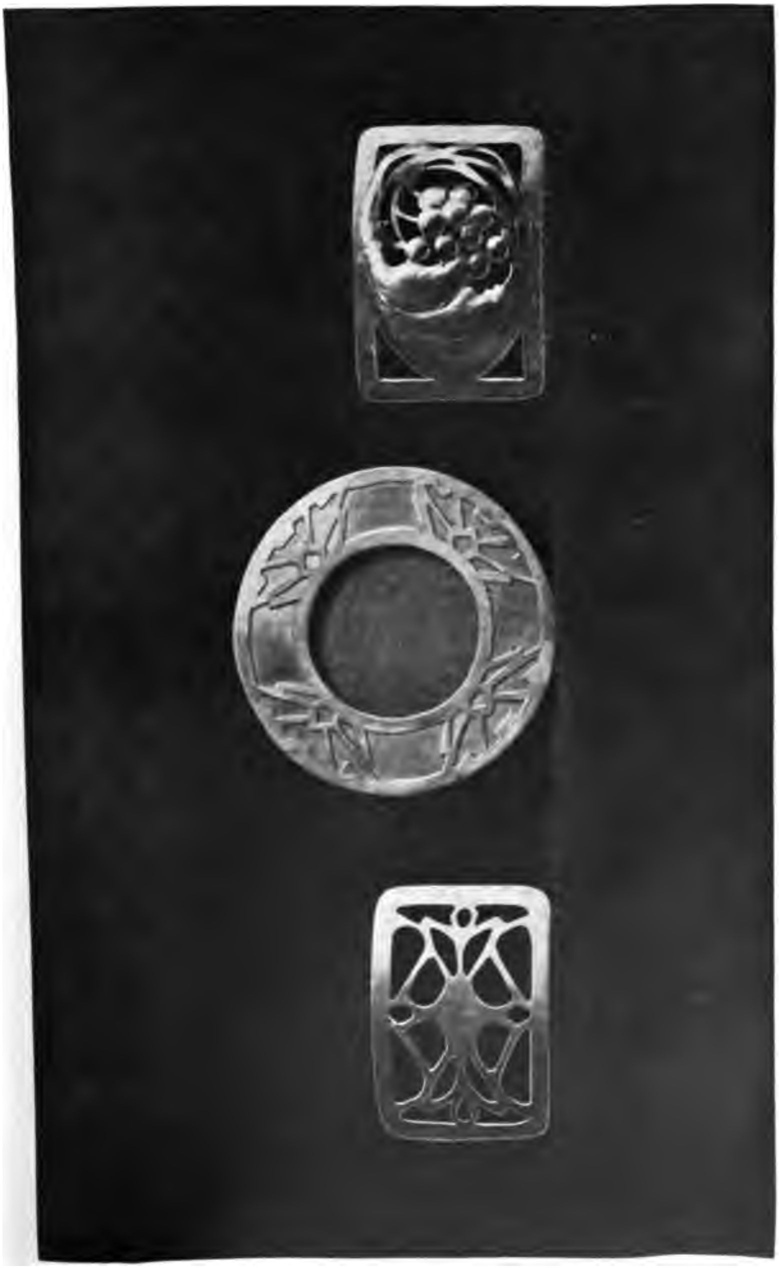
Furthermore, the demand for a more directly practical education than that offered by the academic high school led to the segregation of pupils having common purposes and aims, and to the opening of the Technical High School in the fall of 1908, and of the High School of Commerce in the fall of 1909. These schools offer courses not only cultural in their general influence, but at the same time sufficiently practical in their bearing to permit of a degree of specialization and direct preparation for entrance upon technical and commercial pursuits.

## Diversity Through Added Schools

Not only has our school system been rendered complex through the multiplication of courses and of different kinds of day elementary and high schools, but the conception of free public education has been so broadened as to bring into existence a number of new types of schools.

## Evening Schools

In the early days of free public education, there was no compulsory school law and there were many who did not take advantage of the opportunities offered. To meet



High School—Third Year

the needs of this class, as well as of adults whose early training had been more or less neglected, evening elementary schools were opened at least as early as 1851. While these schools were established to minister to the wants, in the main, of native Americans, they have been continued and multiplied particularly within the last decade for the sake of giving the increasing number of foreigners coming to our city an opportunity to learn to speak and read English, and an opportunity to acquire a rudimentary knowledge of our laws, institutions, and social customs.

On the other hand, enlarged ideals of life, developments in industry and commerce, have increased the demand and rendered practical something more than an elementary education. To afford opportunity to young men and women employed during the day, to supplement their elementary education, to complete a high school course, or to make direct preparation for entrance upon industrial or commercial pursuits, the evening high school was made a part of our system in 1902, and while the evening elementary school is attended primarily by the foreign-born, the evening high school is frequented predominantly by native Americans.

### Summer Schools

The transition from village to urban life, and the rapid development of our city brought radical changes in home conditions, many of which are not conducive to the healthful pleasures and mental development of children. To counteract the conditions existing, particularly during the summer vacation, in certain sections of the city, vacation schools along the lines of the primary school and kindergarten were established in 1895 by the Ladies' Aid Society of the Old Stone Church. For like reasons, school playgrounds were opened in 1901 through the aid of the Day Nursery and Free Kindergarten Association. It was, however, not until the summer of 1903 that the Board of Education assumed partial responsibility and not until a year later did they take complete control of these schools. In addition to the primary school, kindergarten, and playgrounds previously established, there was added to the vacation work in 1903 the summer high school, to the end that high school pupils having failed of promotion in June might be given opportunity to make up back work and thereby advance with their class. The scope of the vacation school was still further broadened by the opening of manual training centers in 1905, and by the introduction of the summer grammar school for seventh and eighth grade pupils. These summer grammar schools aim to do for grammar grade children what the vacation high school does for its pupils; their usefulness was much enhanced in 1907 by opening them and extending their privileges to fifth and sixth grade pupils also. The final addition to the vacation school was in 1907 when the Boys' School was established with the view of giving instruction to truancy and juvenile court cases. Thus, during the course of a little more than a decade, there has been added activity after activity until the vacation school, simple in its beginnings, has become a complex system in itself.

### Kindergarten and Normal Schools

Not only has the work of the free public school been broadened to include evening and summer instruction, but it has been extended downward, on the one hand, in the establishment of the kindergarten, in the fall of 1896, to meet and to care for children originally ignored by the public school, and on the other hand, it has been extended upward, in the organization in 1874 of the normal school, to include the training of teachers, to the end that all types of free public education may be done more economically and progressively better.

### Resulting System

Under the influence of an expanding idea of the field of free public education, and of an increasing effort to adapt the school to the needs of different districts of the community, and of different groups of children, the free public school has thus lost its original simplicity and become exceedingly complex.

Fig. 1 shows the several units now comprising the Cleveland Public Schools:

- **Public School System of Cleveland**
  - **1 Normal School (Organized 1874)**
  - **2 High School**
    - **(a) Academic High Schools (First organized 1846)**
    - **(b) Technical High School (Opened Oct., 1908)**
    - **(c) High School of Commerce (Opened Oct., 1909)**
  - **3 Elementary School**
    - **(a) Regular Elementary Schools (Organized 1836)**
    - **(b) Special Elementary Schools**
      - **(1) Boys' School (Opened 1876)**
      - **(2) School for Deaf (Established 1893)**
      - **(3) Schools of Individual Instruction (Defectives) (Opened 1895)**
      - **(4) Backward Schools (Organized 1906)**
      - **(5) School for Cripples (Opened 1908)**
      - **(6) School for Blind (Opened 1909)**
      - **(7) Elementary Industrial School (Organized 1909)**
  - **4 Kindergarten (Opened 1896)**
  - **5 Evening School**
    - **(a) Evening Elementary Schools (Opened 1851)**
    - **(b) Evening High Schools (Opened 1902)**
  - **6 Summer School**
    - **(a) Summer High School (Opened 1903)**
    - **(b) Summer Grammar Schools (Opened 1905)**
    - **(c) Summer Primary Schools (Opened 1895)**
    - **(d) Summer Manual Tr. School (Opened 1905)**
    - **(e) Summer Boys' School (Opened 1907)**
    - **(f) Summer Kindergartens (Opened 1895)**
    - **(g) Summer Playgrounds (Opened 1901)**

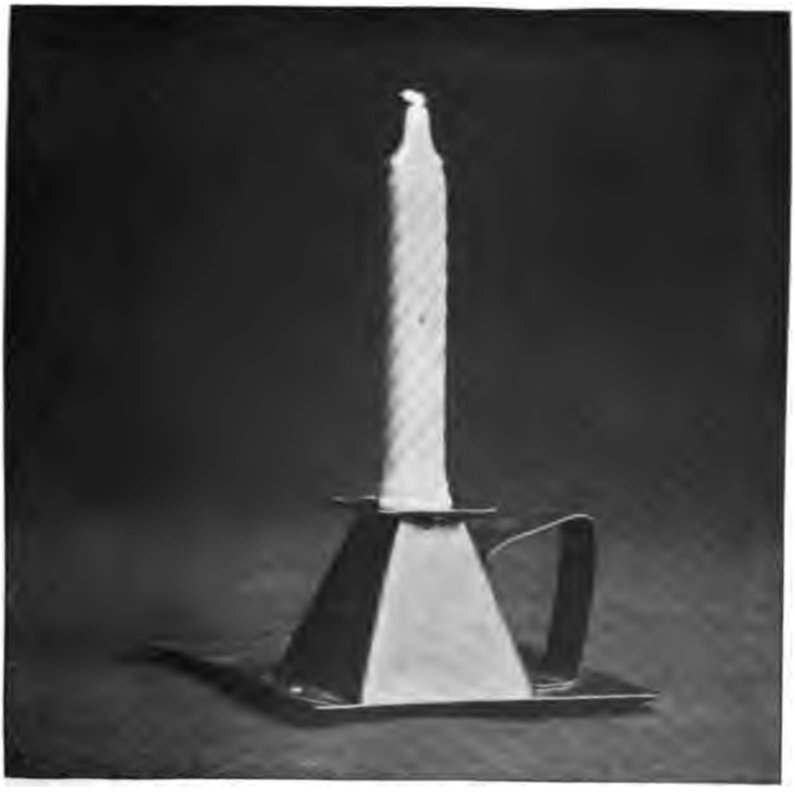
## INCREASING COST OF EDUCATION

The widening of the scope and growing diversity in the activities of the school has done much to increase the total cost of the educational work supported by the community.

### Cost Increased by Extension of Field

In the early days of the free public school, the conception of the duty of the community with respect to supplying free instruction was narrow. Under such conditions the cost of the public school was not large. There has, however, been a gradual expansion of the idea of the educational responsibility of the community, and this has acted in two ways to multiply the total cost of the school. First, the field of the free public school has been enlarged. In the beginning, the community felt it had fulfilled its whole obligation when it provided the rudiments of an elementary education. As the result of a battle royal, the city with hesitancy assumed the duty of securing to its youth secondary instruction. Somewhat later the advantages of the public school were opened to young people unable to attend during the day, but desirous of enjoying educational opportunities at night. Still later the scope of the school was so broadened on the one hand as to include the preparation of teachers for service, and on the other to give to children, under six, needed oversight, care, and direction. Finally, the field was enlarged to include summer instruction of various kinds.

Second, within each of these new responsibilities and new activities, there has been a similar expansion. In the regular elementary school, different courses of study have been devised, and these broadened and enriched, while a variety of courses for special elementary schools have been developed to the end of caring for the blind, the deaf, the cripple, and the mentally defective. Similarly, in the high school, the instruction in the academic high schools now covers pretty much the whole



High School—Third Year

range of modern knowledge, while in the vocational high schools courses are offered which are both cultural and specialized in character, whereas the work of the evening as well as of the summer school has come to cover a large part of the field of elementary and secondary instruction, with certain special features in addition.

The effect of this broadening of the work of the public school is revealed in the fact that of the $1,797,848.42 spent on instruction alone in the public schools of Cleveland during 1908-9, $52,599.76 was spent on office supervision; $15,436.86 on the normal school; $357,299.86 on high schools; $1,245,217.32 on the regular elementary school; $27,927.04 on special elementary schools; $63,811.96 on the kindergarten; $23,828.75 on evening schools, and $11,726.57 on the summer school.

### Cost Increased by Change in Instruction

The enlargement of the field of public education has, however, not been the only factor in increasing the total cost of the school; this has also been enhanced by change in methods and by the character of certain types of instruction introduced. In the teaching of reading, for example, according to present methods, there is need not only of a reader, but of a wide range of illustrative and supplementary materials; similarly, present-day geography and history call for maps, globes, pictures, and type materials of various kinds; so also with music and drawing, while physical training, manual training, and the home arts require special equipment and supplies.

What is true in the elementary school is even more true in the high school. The modern academic high school is more than a place to study texts and to recite; it includes a library, laboratories for the different sciences, special rooms and special equipment for drawing, applied arts, and manual training, also a gymnasium and gymnasium equipment, while still more expensive is the vocational high school with its specialized courses, and its special laboratories and work-shops.

### Cost Increased by Individualizing Instruction

A final factor in increasing the cost of the school—apart from increased salaries for teachers, is the tendency to adapt instruction to the particular needs of the individual child. In the early development of free public education, children were taught to a considerable extent in masses; nothing was thought of an elementary teacher having sixty to eighty pupils. Today, in our regular elementary schools, classes average slightly above forty, while in all special elementary schools even greater emphasis is placed upon the individual, and the teacher deals with a class of twenty-five and less, or with groups averaging from eight to ten, or with the single child. Likewise, in the high school, effort is made to keep all classes below thirty, while in manual training and shop work of all kinds the maximum number is twenty-five.

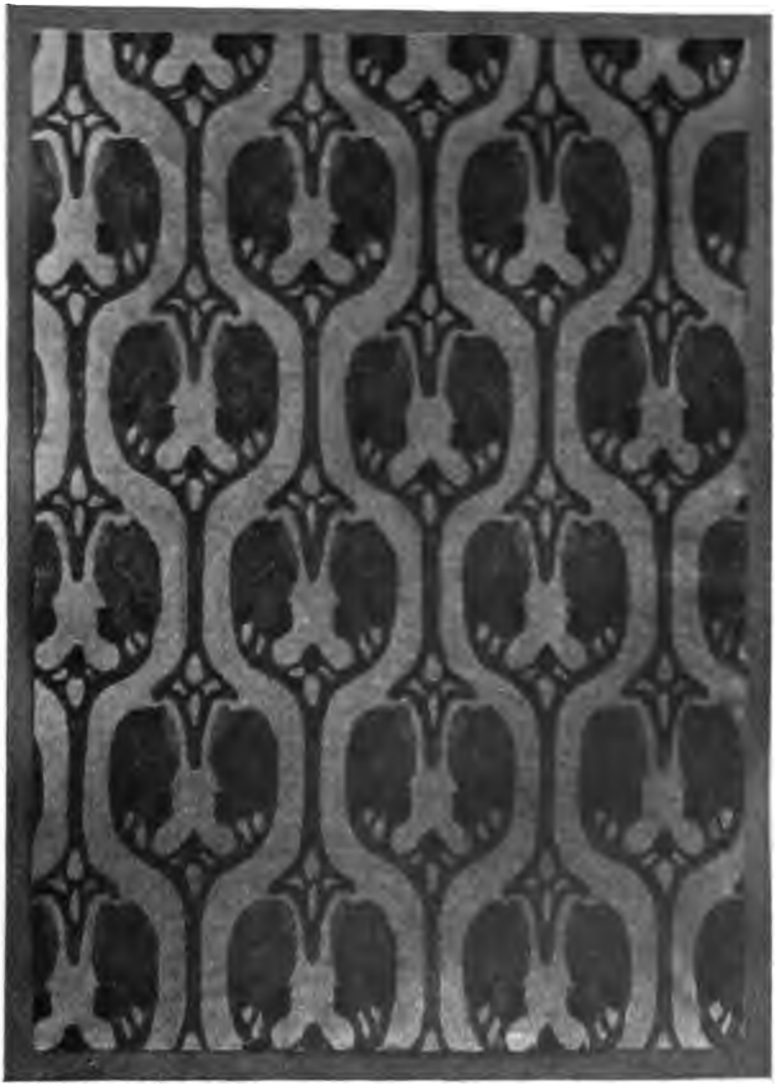
The effects of this individualization of instruction upon cost,—though other factors are involved; is revealed in the fact that in the academic high schools the average number of pupils per teacher has decreased during the last ten years from 33.7 to 25.3 (two teachers having all double-period subjects counted as one), and the per capita cost of instruction on registration has increased from $38.20 to $63.52. In the regular elementary school the average number of pupils per regular teacher (exclusive of all special teachers) has dropped from 49.7 to 42.3, and the per capita cost of instruction on registration has risen from $14.26 to $21.00, while in the deaf school for 1908-9 the per capita cost for instruction was $110.08, in the school for cripples $61.11, and in schools of individual instruction for the mentally defective it was $47.28. Though the cost of education has been considerably increased through the individualization of instruction, it is only, as we believe, by ceasing to treat children in the mass, and by looking upon children as individuals that each child will be interested and awakened to exertion, and the school be able to do the most to bring out the best in each, and to give each an opportunity to make the most of himself.

## SCHOOL ACCOUNTING AND REPORTING

This growing diversity in public instruction, and this increasing cost of education renders increasingly difficult the administration of our schools. On the one hand, the variety of school work makes it difficult to gain a clear perspective of our system as a whole, and to keep clearly in view the manifold activities of the school. On the other hand, the increasing cost of education makes necessary more detailed knowledge of the results derived, and of the cost of each type of school work, to the end that there may be a better weighing of needs and a more careful determination of educational values in the expenditure of public money. For in the development of our schools, activity after activity has been added with the assumption that the money to carry each forward would be forth-coming. The day is, however, even now at hand, when the claims of each separate activity must be set over against those of every other and each line of work supported and advanced according to its worth in relation to all the other interests of the school.

Under present conditions, old methods of school accounting and of reporting yield little administrative insight. It is no longer sufficient for administrative purposes to know there were enrolled in all our schools in 1908-9, 84,217 pupils; it is necessary to know how these 84,217 children were distributed among the different schools of our system. Similarly, the mere fact that there were 2278 officers and teachers in the public schools of Cleveland last year has little worth, for, to administer schools properly, it is necessary to know in what departments and to what lines of instruction these supervisors, principals, and teachers devote their energies. Likewise, to report there were expended during the school year 1908-9, upon instruction alone, $1,797,848.12, neither gives the public insight nor administrative officials knowledge of how this princely sum was spent, yet the public has a right to be informed, and the best interest of the schools demands that the portion of this amount devoted to each separate activity, be known. Furthermore, it is not sufficient for purposes of publicity, nor of administration, merely to report year by year the facts about the supervisory and teaching force, about the enrollment, and expenditure for instruction, but there is need that these separate facts for each year be correlated, and those for a series of years be brought together, and so arranged as to bring to view the movements and developments, both within the system as a whole, and within each separate type of school. In short, it became imperative that our system of school accounting and reporting be reorganized.

The results of our efforts in this direction are to be found in this report, Part III, "Movements and Developments of Last Decade" (Statistically Represented). The guiding thought in this reorganization was to place each separate activity of the school upon its own basis, that is, financial account is to be kept, so far as practicable, with each distinct type of school, and with each general and special line of instruction with the given school; pupils are to be reported on the basis of the particular type of school they attend, and also with respect to attendance on special lines of instruction in so far as there is need; similarly, officials and teachers are to be classed and reported with reference to the particular activity in which they are engaged. Such an arrangement yields both a collective and an analytic picture of our system, of moneys expended, of officers and teachers employed, and of pupils enrolled, that is, such an arrangement gives on the one hand a summary view of all money spent on



High School—Second Year

instruction, of all officers and teachers, and of the enrollment in all schools, and it supplies on the other hand the facts with reference to the amount expended on instruction, the number of officers and teachers engaged, and of the enrollment in each separate type of school, as well as in certain lines of special work,—information valuable to an understanding of the schools by the public and essential to administrative action.

## II

## MEASURING EFFICIENCY AND PROGRESS

### NEED OF MEASURING EFFICIENCY AND PROGRESS

Whatever the line of activity, the question of efficiency and progress is a vital one. To the manufacturer, efficiency means quality in an article produced and low cost of production, and progress means improvement in quality and reduction in cost. In general, efficiency in business is measured by profits, and progress in business by greater profits.

Though the criteria of measuring efficiency and progress in education are more difficult to discover and more difficult to apply than in business, the question of whether our schools are effective and are making progress is no less important. The final test of whether our schools are doing their work well lies in whether they are giving to the community, supporting the given system, young men and women prepared to take their place and do their part in the life about them. But whether the young people now coming from our schools are imbued with the spirit of work, with a willingness to start at the bottom and work to the top, imbued with the spirit of co-operation and perseverance, whether they possess the type of knowledge and the qualities of character required, in the immediate future, of strong men and women, time alone can tell; it takes from five to ten years and in some cases even longer. To make the ultimate test of education the basis of judging present efficiency and progress in school work is consequently out of the question. The impossibility of applying the final test of education to the present work of the school renders necessary then the use of other criteria by which educational efficiency and progress may be measured.

We have few such criteria. To be sure, records are kept of registration, number attending, and time attending, and these records serve as a comparative basis of measuring efficiency and progress in these directions, but when it comes to measuring efficiency and progress in the work for which the school really exists, we have neither fixed criteria nor the data that will serve as the basis of judgment.

## NEW PROBLEMS IN SCHOOL ADMINISTRATION

Moreover, new problems have arisen within the last few years and certain new standards of efficiency have been raised, making still more necessary the collection of data with reference to certain aspects of school life, and of judging of the efficiency and progress of the school in new ways. The most important of these new problems is the one of educational waste.

For a quarter of a century past administrative officials have been busy with perfecting a system of gradation, with developing the course of study, and with passing pupils from the elementary into the high school, and from the high school into college. The work of the school has been judged in a large measure by the number of its graduates, and by their intellectual attainments. Little or no account has been taken of the number that withdrew from school before reaching the sixth grade, to say nothing of those withdrawing before completing the course of the elementary school, or before graduating from the high school; nor has much attention been given to the length of time required to complete the course, or the number of times a child might have to go over the same work in order to make a given grade. In a word, the whole question of school losses, or of educational waste, was ignored; indeed, for many the problem did not even exist.

## PROBLEM OF WITHDRAWALS

Theoretically, the public school ought to be so attractive and so effective that when once a child enters he will continue until he at least finishes the elementary course. How far we are at present from this degree of efficiency is suggested by Dr. Leonard P. Ayres, who maintains that 49% of the children on the average entering the schools of fifty-nine cities of the country withdraw without entering the final elementary grade; while Dr. Edward L. Thorndike holds that, on the average in sixteen of our largest cities, two out of every three withdraw without more than the work of the seventh grade to their credit. A similar condition exists in Cleveland.

Table I gives, for each of the last ten graduating classes of all our high schools, the total number of pupils enrolled in the first grade, the number of these advancing to the second, the part of those attaining the second, reaching the third, and so on through the school to graduation. It gives, in short, the life history in number of the last ten classes graduating from our high schools:

## Table I

| Year Entered | GRADE ELEMENTARY SCHOOL First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | YEAR HIGH SCHOOL First | Second | Third | Fourth | Graduated | Year Graduated |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1888-9 ... | 7785 | 6196 | 5771 | 5405 | 4094 | 3509 | 2891 | 2034 | 1252 | 877 | 567 | 468 | 435 | 1900 |
| 1889-90... | 8332 | 5091 | 5882 | 5259 | 4594 | 3922 | 2852 | 1973 | 1292 | 871 | 536 | 477 | 403 | 1901 |
| 1890-1 ... | 10468 | 7116 | 7277 | 5990 | 5552 | 4386 | 3335 | 2378 | 1463 | 941 | 604 | 530 | 478 | 1902 |
| 1891-2 ... | 10197 | 7516 | 6881 | 6890 | 5795 | 4564 | 3488 | 2460 | 1515 | 996 | 638 | 565 | 486 | 1903 |
| 1892-3 ... | 9341 | 7123 | 7185 | 6853 | 5789 | 4637 | 3512 | 2555 | 1512 | 996 | 714 | 625 | 514 | 1904 |
| 1893-4 ... | 9422 | 7102 | 7061 | 7120 | 5875 | 4640 | 3548 | 2472 | 1437 | 932 | 737 | 648 | 515 | 1905 |
| 1894-5 ... | 9976 | 7527 | 7829 | 7267 | 5957 | 4849 | 3582 | 2519 | 1584 | 1056 | 851 | 717 | 559 | 1906 |
| 1895-6 ... | 10880 | 7908 | 7851 | 7751 | 6454 | 5278 | 3837 | 2708 | 1716 | 1251 | 933 | 752 | 591 | 1907 |
| 1896-7 ... | 11720 | 8074 | 7908 | 7782 | 6522 | 5108 | 3893 | 2820 | 1741 | 1277 | 928 | 740 | 611 | 1908 |
| 1897-8 ... | 12257 | 8129 | 8164 | 8108 | 6671 | 5511 | 4312 | 3222 | 2074 | 1334 | 936 | 821 | 671 | 1909 |
| Totals ... | 100329 | 71782 | 70819 | 68425 | 57303 | 46404 | 35251 | 25126 | 15587 | 10532 | 7434 | 6343 | 5263 | |
| (a) .. ... | | 71.5 | 70.5 | 68.2 | 57.1 | 46.2 | 35.1 | 25.0 | 15.5 | 10.4 | 7.4 | 6.3 | 5.2 | |
| (b) .. ... | | 28.5 | 29.5 | 31.8 | 42.9 | 53.8 | 64.9 | 75.0 | 84.5 | 89.6 | 92.6 | 93.7 | 94.8 | |
| (c) | | | | | | | | | | | | | | |

(a) Per cent of enrollment in first grade advancing into each grade

(b) Per cent of enrollment in first grade withdrawing by end of each grade

(c) Withdrawals as here used includes all dropping out of school for any cause whatsoever

(d) The data here used is taken from the official records of the Board of Education. The per cent of withdrawals is, however, without doubt somewhat too high, due to the treatment of first grade pupils and to including transfer.

Of the 100,329 children enrolled in the elementary school, and ultimately furnishing the members of the last ten graduating classes of our high schools, only 15.53 per cent entered the high school, 10.49 per cent continued to the second year, 7.40 per cent to the third, 6.32 per cent attained the senior class, and but 5.24 per cent graduated. In other words, of those enrolled in the first grade of the elementary schools of Cleveland for the ten years between 1888-9 and 1897-8 **seventeen out of every twenty failed to reach the high school, nine out of every ten dropped out before reaching the second year, thirteen out of fourteen disappeared before the junior year, and nineteen out of twenty failed to graduate.**

Fig. 2

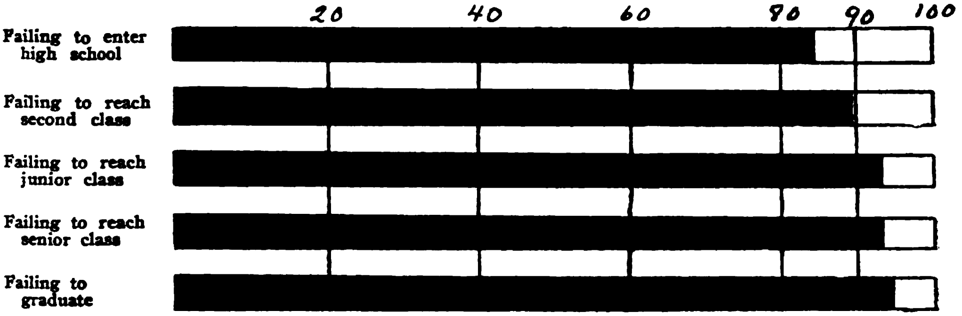


Fig. 2 Black shows per cent of all children enrolled in the first grade of the elementary schools of Cleveland for the ten years between 1889 and 1897-8 failing to enter the high school, to reach the second class, the junior class, the senior class, and failing to graduate

Such losses within the school are not due to its breaking down within recent years, for taking the first five classes of the ten under consideration, the per cent of those graduating from the high school is 5.01, whereas for the last five it is 5.43, a slight improvement rather than a deterioration in holding power.

Though not quite so large as in the system taken as a whole, the withdrawals within the high school itself are large. Of the 15,587 children comprising the first year classes of the last ten graduating from our high schools, only 67.56 per cent reached the second year, 47.69 per cent the third, 40.69 per cent the senior year, and but 33.75 per cent graduated. **That is, one child out of every three entering our high schools, for the ten years between 1896-7 and 1905-06, withdrew before the second, one out of every two dropped out before becoming a junior, and two out of every three failed to graduate.**

Fig. 3

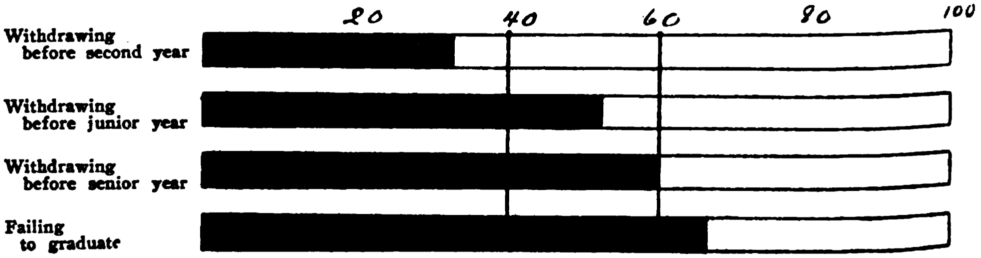


**Fig. 8 Black shows per cent of all children entering our high schools for the ten years between 1896-7 and 1905-6 withdrawing before the second year, the junior year, the senior year and failing to graduate**

Table II shows, for each of the last ten eighth grade classes of all our elementary schools, the total number of pupils enrolled in the first grade, the number of these reaching the second, the third, and so on to the eighth grade; it shows also the per cent of the total enrolled in the first grade advancing to each higher grade, and the per cent of the total withdrawing by the end of each grade:

## Table II

| Year Entered | GRADES ELEMENTARY SCHOOL | | | | | | | | Year in 8th Grade |
|---|---|---|---|---|---|---|---|---|---|
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | |
| 1892-3 | 9341 | 7123 | 7185 | 6853 | 5789 | 4637 | 3512 | 2555 | 1899-00 |
| 1893-4 | 9422 | 7103 | 7061 | 7120 | 5875 | 4640 | 3548 | 2472 | 1900-1 |
| 1894-5 | 9976 | 7527 | 7339 | 7267 | 5957 | 4849 | 3583 | 2519 | 1901-2 |
| 1895-6 | 10830 | 7908 | 7851 | 7751 | 6454 | 5278 | 3837 | 2708 | 1902-3 |
| 1896-7 | 11720 | 8074 | 7908 | 7782 | 6522 | 5108 | 3893 | 2820 | 1903-4 |
| 1897-8 | 12257 | 8129 | 8164 | 8108 | 6671 | 5511 | 4312 | 3222 | 1904-5 |
| 1898-9 | 12442 | 8581 | 8590 | 8357 | 6900 | 6051 | 4568 | 3515 | 1905-6 |
| 1899-00 | 12561 | 8653 | 8763 | 8952 | 7424 | 6178 | 4567 | 3245 | 1906-7 |
| 1900-1 | 12619 | 8558 | 8838 | 9256 | 7645 | 6862 | 4592 | 3254 | 1907-8 |
| 1901-2 | 12860 | 9094 | 9352 | 8914 | 7860 | 6389 | 4974 | 3709 | 1908-9 |
| Totals | 114028 | 80750 | 81051 | 80360 | 67097 | 55003 | 41386 | 30019 | Totals |
| (a) | | 70.81 | 71.07 | 70.47 | 58.84 | 48.23 | 36.29 | 26.32 | |
| (b) | | 29.19 | 28.93 | 29.53 | 41.16 | 51.77 | 63.71 | 73.68 | |

(a)Per cent of enrollment in first grade advancing into each grade

(b)Per cent of enrollment in first grade withdrawing by end of each grade

Of the 114,028 children enrolled in the first grade of the elementary schools of Cleveland, and from which the members of the last ten eighth grade classes were drawn, only 70.47 per cent reached the fourth grade, 58.84 per cent the fifth, 48.23 per cent the sixth, 36.29 per cent the seventh, and 26.32 per cent the eighth, or of those enrolled in the first grade of the elementary schools of Cleveland for the ten years between 1892-3 and 1901-2, **three out of ten went no further than the fourth grade, four out of ten withdrew before reaching the fifth, five out of ten failed to enter the sixth, six out of ten to reach the seventh, while practically three out of every four dropped from school before attaining the eighth grade.**

Fig. 4

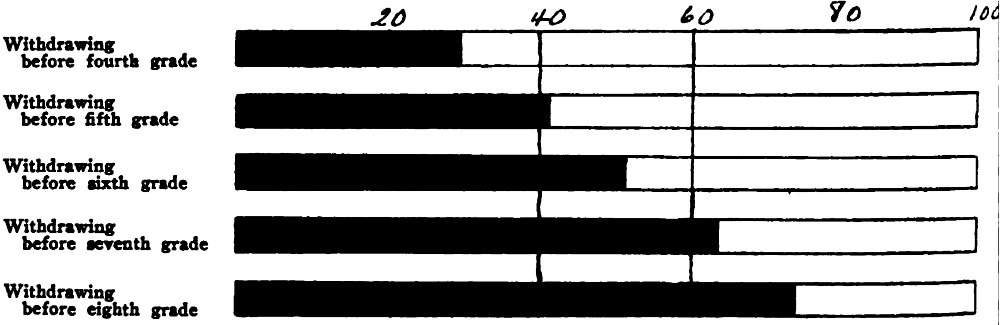


**Fig. 4 Black shows per cent of all children enrolled in the first grade of the elementary schools of Cleveland for the ten years between 1892-3 and 1901-2 withdrawing before reaching the fourth, fifth, sixth, seventh and eighth grades**

This failure of the elementary school to hold children is no new weakness, for during the first five years of the ten in question only 25.49 per cent of those enrolled in the first grade remained in school and reached the eighth, while during the second five 27 per cent continued and attained this grade, at all events, a slight improvement.

When the life history of ten graduating classes of the high school is made the basis of judgment, the losses within the school from withdrawals is surprisingly large. Taking the schools of Cleveland as a whole, it seems reasonable to conclude, on the basis of the data at hand, that, **of those entering the first grade, 95 per cent leave without finishing the high school, 50 per cent withdraw before reaching the sixth grade, and 75 per cent before attaining the eighth grade, while of those entering high school, 32 per cent leave before the second year, and 66 per cent drop out before graduating.** In other words, half of the citizens of Cleveland judged by the records of the school, take up the duties of life with the education afforded by the fifth grade, one-quarter enjoy a complete elementary education, and less than one in seven have to their credit any high school work whatsoever,—a condition which raises a social and civil question of the gravest character.

## PROBLEM OF RETARDATION

Again, the public school ought to be so organized that the child entering at the age of six will be able to complete his elementary education by the end of his fourteenth year, and his high school course by the close of the eighteenth. How far the school is from being so organized is revealed by the fact that according to Dr. Ayers 33.7 per cent of the children in thirty-one cities were on the average behind their grade as to years, or were retarded.

The significance of retardation lies in that it tends to take children from school before they have completed their course, for the majority of children have only a given number of years to give to education, these spent and they must drop out no matter in what grade they may be. This is particularly true with respect to the elementary school, for with the attainment of the fourteenth year, or with the expiration of the compulsory school law, the schooling of the vast majority of children for economic reasons must stop. The school system is therefore the most efficient, all things considered, having the smallest per cent of retardation.

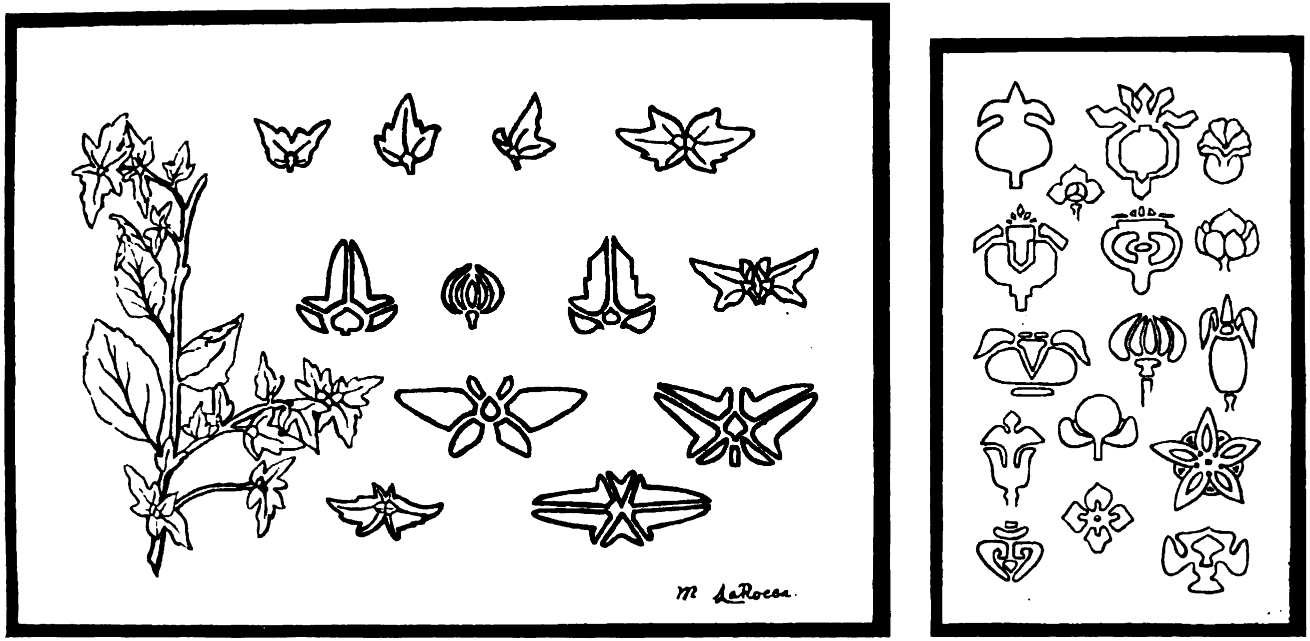
To know the number of retarded children in a system and to judge of the efficiency of the system in this respect, it is but necessary to correlate the ages and grades of the children enrolled, and to fix upon the normal age for completing each grade. Notwithstanding record has been kept in Cleveland of the ages and grades of children from time out of mind, these records have never been kept in such a way as to make known the number of retarded children, or the degree of retardation.

So to order our records that the number of children behind their grade as to years, the degree of retardation and the causes of children falling behind may be known and then so organize both the elementary and the high school that such care will be exercised and instruction so adopted to the inclinations, purposes, and capacities of children, that retardation will be lessened, is one of the pressing problems of the day.

### PROBLEM OF THE "REPEATER"

Again, the elementary school is divided into eight grades, and the high school into four, each representing a unit of work which supposedly is to be covered by the children in one school year. The school should be able, theoretically, to take each child entering a given grade through the work of that grade in the allotted time. When a child fails to do the work of a given grade in a school year, he is compelled to go over it a second time, and becomes thereby a so-called "repeater." The school, as it now is, is however far from being able to carry the average child through its twelve units of work in twelve years. Indeed, Dr. Ayres affirms that every sixth child in the elementary schools of American cities of size is a "repeater."

Repetition means waste in two directions. First, the child that fails to make his grade in the allotted time becomes retarded and falling behind drops from school before completing his course. Second, there is the money cost of the "repeater." Approximately $26,000,000 are annually spent in American cities in taking children over work a second time. To be sure, this large sum cannot be regarded as wholly wasted, as children often profit even more by going over the same field again than by taking up new work for which they are poorly prepared. Still a large portion of it can doubtless be credited to waste, and that school system is the most efficient,—taking just standards of attainment into consideration—



High School—First Year

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which has the fewest "repeaters," and it should be the conscious endeavor of every system to reduce "repetition" to the minimum.

## EFFECTS ON ADMINISTRATION

When, therefore, we begin to judge the school by its power to hold pupils once they have entered, by its power to carry children through the school on time, and by its power to so adapt its work that a given unit may be covered in a given time, we set new criteria of efficiency and impose upon school authorities new problems in administration. Such criteria of efficiency turn the center of administrative interest from the needs of the few and the strong to the needs of the majority; they place upon school authorities the obligation not of doing less for the intellectually bright and for those going to higher institutions, but the duty of doing more to render the school attractive, to adjust its requirements to the abilities of the majority, and of adapting its course of instruction to the needs of those who from choice or necessity must complete their education in the public school.

## REVISION OF SCHOOL REPORTS

The facing of these new problems in administration renders necessary a wide range of facts which may serve as the basis of action. Report has always been made of enrollment, attendance, absence, etc., but at no time in the history of Cleveland schools have records been kept of school ambition and home conditions, of withdrawals, "repeaters," non-promotions, retardation, etc., yet such are now needed. To place at our service the materials helpful in saving the waste in our schools, it therefore became necessary to revise our school reports.

### Fixing Number and Causes of Withdrawals

Our records were so revised as to take account of losses by withdrawals, a child being characterized a withdrawal when he drops from the public school and enters no other educational institution whatsoever. By so doing, we are able to know the exact number of children lost to education during the school year.

Table III shows the number of withdrawals in 1908-9 in each grade of the elementary school and each class of the academic high schools—(technical high school omitted owing to lack of data), the whole number of withdrawals in each school, and the total in both; it shows the enrollment and per cent of withdrawals on enrollment for each grade and class, also the enrollment for the elementary and the academic high schools, the per cent of withdrawals in each, and the per cent of withdrawals on the enrollment of both the elementary and academic high schools:

## Table III

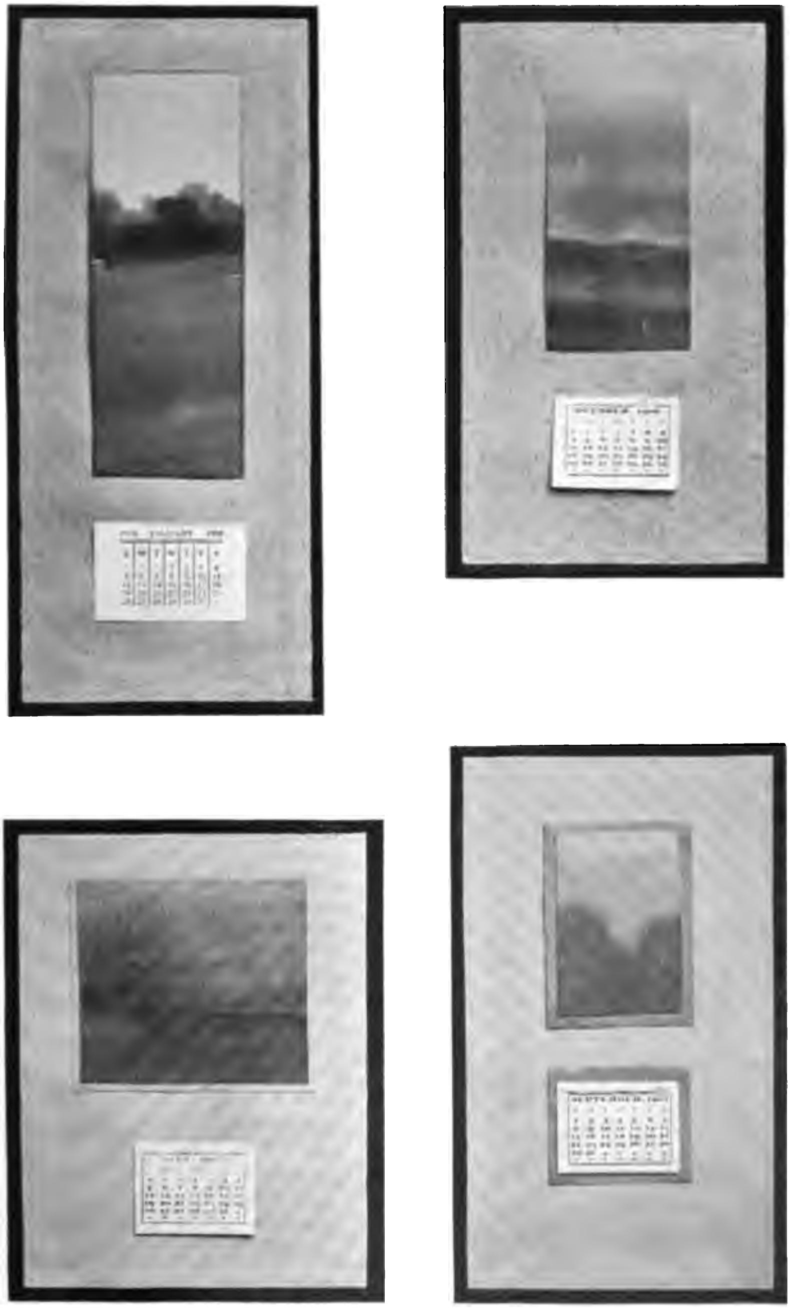
| | GRADES ELEMENTARY SCHOOL | | | | | | | | | CLASSES ACADEMIC HIGH SCHOOL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Total | First | Second | Third | Fourth | Total | Total both Schools |
| Withdrawals .......... | 750 | 341 | 453 | 517 | 633 | 582 | 506 | 283 | 4065 | 240 | 204 | 124 | 61 | 629 | 4694 |
| (a) Enrollment ....... | 11868 | 8824 | 8851 | 8125 | 7431 | 6017 | 4761 | 3706 | 59583 | 1626 | 1333 | 1007 | 821 | 4787 | 64370 |
| Per cent withdrawals each grade and class.. | 6.31 | 3.86 | 5.11 | 6.36 | 8.51 | 9.67 | 10.62 | 7.63 | 6.82 | 14.76 | 15.30 | 12.31 | 7.42 | 13.13 | 7.29 |

(a) Includes enrollment all special schools other than Boys' School

The 4065 withdrawals from the elementary school and the 629 from the academic high schools represent the withdrawals during the school year of 1908-9 only, and take no account of those dropping out during the summer vacation, and losses by withdrawal are greater during vacation time than while school is in session. The larger percentage of withdrawal in the academic high schools over that in the elementary school is due to the action upon attendance in the latter of the compulsory school law, and to the influence of our truancy department. The high per cent of withdrawal in the first grade of the elementary school is undoubtedly owing to the fact that children on becoming six years of age start to school, and because of immaturity, sickness, etc., drop out for the year. It will, however, be observed that the highest percentage of withdrawal in the elementary school is in the fifth, sixth, and seventh grades. This is due to the fact that, in their progress through the school, children in considerable numbers become retarded, that is, behind their grade as to years, and notwithstanding they have not as yet completed the work of the fifth, sixth, or seventh grade, on becoming fourteen, leave school.

School authorities, of course, cannot be held accountable for all the children lost to the school by withdrawal, but that we might know the causes of withdrawal and eradicate them in so far as they lay within the school, our reports were so ordered that record is being kept of the causes of withdrawal under the following headings: financial conditions of home, illness in family, personal illness, physical defects, incapacity, indifference, failing promotion, left city and entered no school, going to work, etc.

Table IV shows the causes of withdrawal from the elementary and the academic high schools—(technical high school is omitted owing to a lack of data), the number withdrawing in 1908-9 for each cause in each



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school; the per cent of all withdrawals in each school due to each cause; it also shows the number of withdrawals in both schools due to each cause, and the per cent of all withdrawals in both schools due to each cause:

Table IV

| | Withdrawals Elementary School | Per cent all Withdrawals Elementary School | Withdrawals Academic High Schools | Per cent all Withdrawals Academic High Schools | Number Withdrawals both Elementary School & Academic High Schools | Per cent all Withdrawals both Elementary School & Academic High Schools |
|---|---|---|---|---|---|---|
| Finacial condition of home | 192 | 4.72 | 28 | 4.45 | 220 | 4.68 |
| Illness in family | 135 | 3.32 | 29 | 4.61 | 164 | 3.49 |
| Personal illness | 566 | 13.92 | 123 | 19.55 | 689 | 14.67 |
| Physical defects | 24 | .59 | 3 | .47 | 27 | .57 |
| Incapacity | 133 | 3.27 | 35 | 5.56 | 168 | 3.57 |
| Indifference | 102 | 2.50 | 98 | 15.58 | 200 | 4.26 |
| Failing promotion | 13 | .32 | 9 | 1.43 | 22 | .46 |
| Going to work | 1145 | 28.17 | 227 | 36.08 | 1377 | 29.33 |
| Left city | 1739 | 42.78 | 67 | 10.65 | 1806 | 38.47 |
| Unknown | 16 | .40 | 10 | 1.58 | 26 | .55 |
| Total | 4065 | | 629 | | 4695 | |

## Determining Number of Retarded Children

Our records were also rearranged so as to show the number of retarded children and the degree of retardation, or were so rearranged as to show the number of children back of their grade as to age and the number of years they were behind.

Table V shows the normal age for completing each grade of the elementary school, the number of children in 1908-9 in each grade behind one, two, three, four and more years, the total retarded in each grade, the enrollment in each grade, the per cent of retardation in each grade, and the per cent of total enrollment retarded; it also shows the total retarded one, two, three, four and more years, and the per cent of all retardations back one, two, three, four and more years:

## Table V

| | GRADES ELEMENTARY SCHOOL | | | | | | | | | Per cent of all Retardation |
|---|---|---|---|---|---|---|---|---|---|---|
| | First Normal Age 6-7 | Second Normal Age 7-8 | Third Normal Age 8-9 | Fourth Normal Age 9-10 | Fifth Normal Age 10-11 | Sixth Normal Age 11-12 | Seventh Normal Age 12-13 | Eighth Normal Age 13-14 | Total | |
| Retarded one year ...... | 949 | 1169 | 1551 | 1436 | 1597 | 1372 | 938 | 520 | 9532 | 55.95 |
| Retarded two years ....... | 285 | 508 | 747 | 1013 | 1059 | 610 | 278 | 125 | 4625 | 27.15 |
| Retarded three years ...... | 125 | 200 | 367 | 511 | 433 | 137 | 43 | 23 | 1839 | 10.79 |
| Retarded four and more.... | 125 | 188 | 330 | 246 | 101 | 43 | 6 | | 1039 | 6.09 |
| Total retarded ..... | 1484 | 2065 | 2995 | 3206 | 3190 | 2162 | 1265 | 668 | 17035 | |
| Enrollment each grade & total | 11868 | 8824 | 8851 | 8125 | 7431 | 6017 | 4761 | 3706 | (a)59583 | |
| Per cent each grade and of total retarded.. | 12.50 | 23.40 | 33.83 | 39.45 | 42.92 | 35.93 | 26.56 | 18.02 | 28.59 | |

(a) Includes enrollment all special schools other than Boy's School.

Table VI shows the classes of the academic high schools, the normal age for completing each class of the academic high schools, the number of children in 1908-9 in each class behind one, two, three, four and more years, —(no data for techincal high school), the total retarded in each class, the enrollment in each class, the per cent of retardation in each class, and the per cent of total enrollment retarded; it also shows the total retarded one, two, three, four and more years, and the per cent of all retardations back one, two, three, four and more years:

## Table VI

CLASSES ACADEMIC HIGH SCHOOL

| | First Normal Age 14-15 | Second Normal Age 15-16 | Third Normal Age 16-17 | Fourth Normal Age 17-18 | Total | Per cent of all Retardations |
|---|---|---|---|---|---|---|
| Retarded one year... | 198 | 165 | 111 | 120 | 594 | 82.61 |
| Retarded two years.. | 41 | 27 | 30 | 6 | 104 | 14.47 |
| Retarded three years. | | 9 | | | 9 | 1.25 |
| Retarded four & more. | 9 | 3 | | | 12 | 1.67 |
| Total retarded ...... | 248 | 204 | 141 | 126 | 719 | |
| Enrollment each class and total. | 1626 | 1333 | 1007 | 821 | 4787 | |
| Per cent each class and of total retarded | 15.25 | 15.31 | 14.01 | 15.34 | 15.00 | |

It appears from Tables V and VI that there were in 1908-9 in the elementary and the academic high schools taken together 17,754 children behind their grade with respect to age. Of this number 17,035 were in the elementary school and 719 in the academic high schools. In short, of all the children in the elementary schools and in the academic high schools in 1908-9, 27.58 per cent were retarded, while if the elementary schools and the academic high schools are taken separately, 28.59 per cent of the children in the former and 15 per cent of those in the latter are behind grade. Of the total retarded in the elementary school 55.95 per cent are behind one year, 27.15 two, 10.79 per cent three, and 6.09 per cent four and more years, whereas in the academic high schools 82.61 per cent are back but one year, and 14.47 per cent two.

Fig. 5

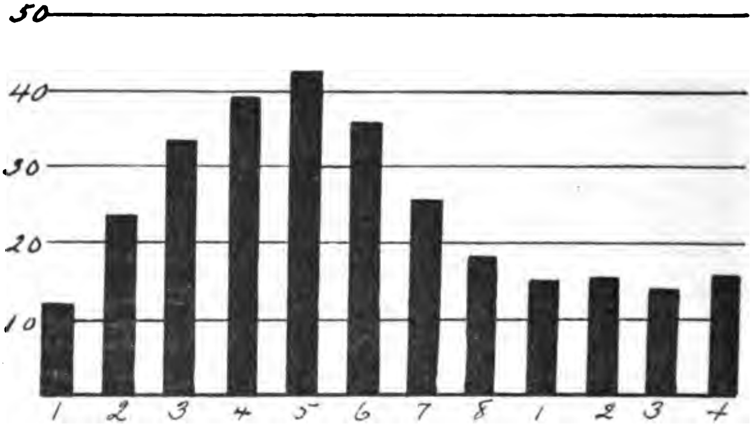
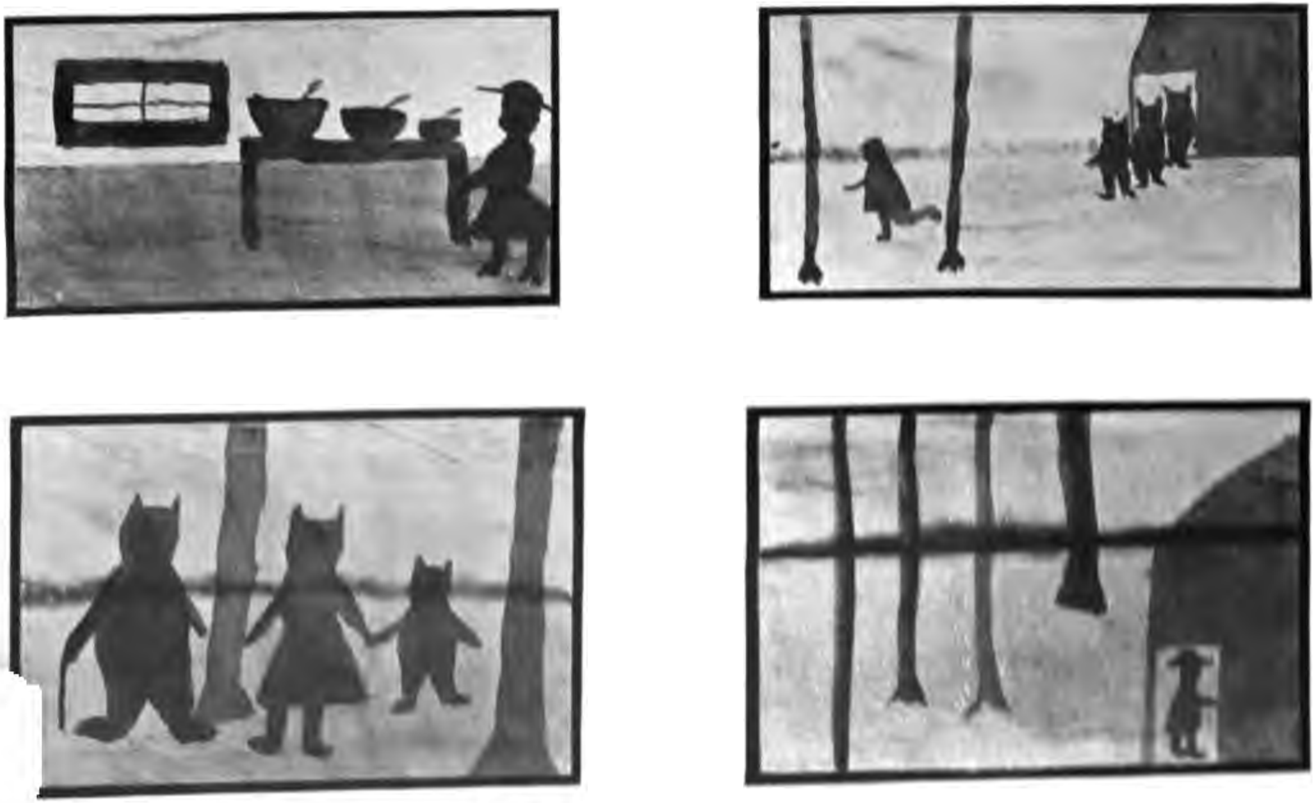


Fig. 5 Black shows per cent of all children enrolled in each grade of the elementary and academic high schools of Cleveland in 1908-9 retarded one, two, three, or four and more years. Numbers indicate grade of elementary and class of high school

It will be observed that the lowest percentage of retardation is in the first grade, that there is a decided rise to the fifth, then a decrease to the second year of the high school, where it remains relatively the same through the senior year. The number of retarded pupils in the first grade is doubtless larger than indicated, due to the fact that two whole years are allowed for the completion of this grade, which is more time than is allotted to any other. Yet with admission to the first at different intervals as it now is, it is impossible to do otherwise.

When it is kept in mind that retardation in the various grades has to do with children remaining in school and no account is taken of those having withdrawn, the number is greater than it appears, for by the fifth grade,



Illustrative Drawing Second Grade

for example, four children out of every ten enrolled in the first has dropped from school and that of those remaining in the fifth 42.92 per cent should be behind grade is astonishing, and equally surprising is the fact that of the children of the eighth grade, 18.02 are retarded, especially when this is coupled with the further fact that of all the children entering the first grade three out of every four leave school before reaching the eighth.

The effect of 27.58 per cent of all the children of our elementary and academic high schools being behind grade from one to four years can be nothing less than to tend to deprive a like number of children, varying with the degree of retardation, of one, two, three, or four grades of school work. In a word, our schools are unable to accomplish their full task, are hindered in doing the most for their pupils, just to the extent that children are retarded in the progress through school, whatever the cause may be.

### Determining the Number of "Repeaters"

Since retardation is the direct result of repetition or of going over the same work a second time, in our revised records account is taken of the beginners in each grade, or of those entering that grade for the first time. Such an arrangement supplies on the one hand data from which to judge of both the holding power of our schools, and of the percent continuing through each grade of the elementary and high school, and gives on the other hand, accurate information with regard to the number of "repeaters" in each grade, and in our schools as a whole.

Table VII shows the number of "repeaters" in 1908-9 in each grade of the elementary school and in each class of the academic high schools, the enrollment and the per cent of "repeaters" in each grade and class; it shows also the total number of "repeaters" in both the elementary and in the academic high schools, the per cent of the enrollment of each and the per cent of the enrollment of both that are "repeaters."

## Table VII

| | GRADE ELEMENTARY SCHOOL | | | | | | | | | CLASSES ACADEMIC HIGH SCHOOL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Totals | First | Second | Third | Fourth | Total | Grand Totals |
| Repeaters in each grade and class.. | 3369 | 1274 | 1235 | 1086 | 794 | 474 | 320 | 103 | 8655 | 52 | 72 | 46 | 21 | 191 | 8846 |
| Enrollment in each grade and class.. | 11868 | 8824 | 8851 | 8125 | 7431 | 6017 | 4761 | 3706 | (a) 59583 | 1626 | 1333 | 1007 | 821 | 4787 | 64370 |
| Per cent of repeaters in each grade & class | 28.38 | 14.42 | 13.94 | 13.36 | 10.68 | 7.87 | 6.72 | 2.77 | 14.52 | 3.2 | 5.4 | 4.56 | 2.55 | 3.99 | 13.74 |

(a) Includes enrollment all special schools other than Boys' School

It appears that in the elementary and in the academic high schools of Cleveland during the year 1908-9, every eighth child was going over his work a second time. Repetition is, however, confined largely to the elementary school, where there were 8,655 "repeaters" in 1908-9, or 14.52 per cent of the total enrollment, while in the high schools there were only 191 remaining in the same class two years, and they represent but 3.99 per cent of the enrollment. This is, however, not a fair statement of repetition in the high school, for if repetition is considered from the point of view of studies rather than of classes, it is found that in such branches as first year Latin and algebra, the number taking these studies a second time amounts in some cases to a third of the class.

Fig 6

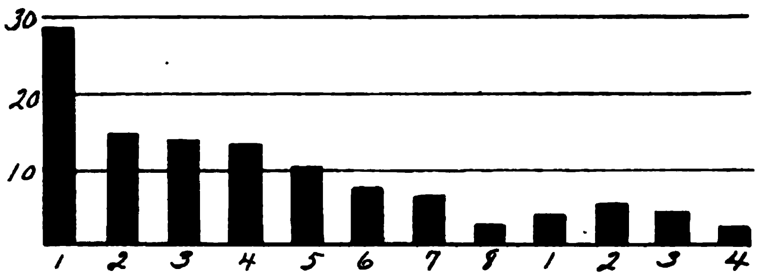


Fig. 6 Black shows per cent of all children enrolled in each grade of the elementary and each class of the academic high schools of Cleveland in 1908-9 that were "repeaters"

It will be observed that the highest percentage of repetition is in the first grade, amounting to 28.38 per cent. This is the point in the child's educational career when perhaps repetition is the least objectionable, and still that every fourth child in this grade should be going over the work a second time reveals a surprising situation. Though the percentage of repetition in the second, third, and fourth grades is smaller, even then every eighth child is a "repeater," while in the fifth each tenth child belonged the year before. From the sixth grade on there is a decided reduction in the percentage of repetition, but it should be borne in mind in estimating these percentages that the school is dealing each year with a more and more select group of children, and though the percentage may seem small, it is in reality large.

The effect of repetition upon the work of the school is to reduce on the whole the amount of education the child ultimately receives, and in the main this reduction is in direct proportion to the percentage of repetition, or, to put it differently, the efficiency of our schools in doing their whole task is reduced by "repeaters" 13.74 per cent, and of all the money spent upon public education last year in Cleveland, **more than one-eighth was spent on taking children over the same ground a second time.**

## Determining the Number and Causes of Non-Promotion

In so much as the prime factor in producing retardation and repetition is non-promotion, our records were so revised as to give the number of non-promoted children.

Table VIII shows the number of non-promotions in each grade of the elementary school, and in each class of the academic high schools,—(the technical high school being omitted because of a lack of data), the enrollment and per cent of non-promotions in each grade and class; it also shows the total number of non-promotions, the enrollment, and the per cent of the enrollment non-promoted for the elementary school and the academic high schools; and the same for both schools taken together:

## Table VIII

| | GRADES ELEMENTARY SCHOOL | | | | | | | | | CLASSES ACADEMIC HIGH SCHOOL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Total | First | Second | Third | Fourth | Total | Grand Total |
| Non Promotions .. | 1232 | 1087 | 1080 | 949 | 940 | 732 | 596 | 247 | 6863 | 107 | 151 | 102 | 57 | 417 | 7280 |
| Enrollment ...... | 11868 | 8824 | 8851 | 8125 | 7431 | 6017 | 4761 | 3706 | (a) 59583 | 1626 | 1333 | 1007 | 821 | 4787 | 64370 |
| Per cent of Non Promotions .. | 10.39 | 12.33 | 12.20 | 11.68 | 12.65 | 12.17 | 12.52 | 6.66 | 11.52 | 6.59 | 11.33 | 10.13 | 6.94 | 8.74 | 11.30 |

(a) Includes enrollment all special schools other than Boys' School

The elements entering in to bring about the non-promotion of a child are many. That we might know the primary causes working to this end, our records were so revised that the reasons for non-promotion might be ascertained; these were catalogued under the headings: irregular attendance, physical defects, personal illness, incapacity, indifference, etc.

Table IX shows tne causes of non-promotion in the elementary and the academic high schools, the number non-promoted in 1908-9 for each cause in each school, the per cent of non-promotions in each school due to each cause; it also shows the number of non-promotions in both schools due to each cause, and the per cent of non-promotions in both schools due to each cause:

### Table IX

| | Elementary School | | Academic High School | | Elementary School and Academic High Schools | |
|---|---|---|---|---|---|---|
| | Number Non-promotions | Per cent all non-promotions | Number non-promotions | Per cent all non-promotions | Numebr non-promotions | Per cent all non-promotions |
| Irregular attendance. | 951 | 13.86 | 92 | 22.06 | 1043 | 14.32 |
| Physical defects .... | 311 | 4.53 | 16 | 3.83 | 327 | 4.49 |
| Personal illness ..... | 77 | 1.12 | | | 77 | 1.06 |
| Incapacity .......... | 4420 | 64.40 | 148 | 35.49 | 4568 | 62.75 |
| Indifference ......... | 917 | 13.36 | 145 | 34.77 | 1062 | 14.60 |
| Other causes ....... | 187 | 2.72 | 16 | 3.83 | 203 | 2.78 |
| Total .......... | 6863 | | 417 | | 7280 | |

From Tables VIII and IX, it will be observed that taking the elementary school and the academic high schools together, each tenth child enrolled in 1908-9 failed to complete his year's work, while in the elementary school one out of every nine, and in the academic high schools one out of every twelve failed of promotion. In view of the fact that large numbers of children drop from both the elementary and the high school and that presumably the brighter continue,—though this is a question for study, the per cent of non-promotions in our schools is large and calls for a careful examination of the conditions bringing this about. This need is especially reinforced when the causes of non-promotion are taken into consideration. For, though irregular attendance, physical defects, and personal illness are charged with one-fourth, three-fourths of non-promotions are attributed to incapacity and indifference on the part of children, which might suggest that there is need of change in the character of our instruction, and in our standards of attainment.

### Fixing Failures by Studies and Grades

Just as retardation and repetition are the direct result of non-promotion, so non-promotion is the outcome of failing to do the prescribed work in the studies of the school. That the studies and the grade in which children are failing might be known, our records were so rearranged that report is made on failures by studies and grade. (See Part II, Table XXV). Such reports, it is believed, will supply data whereby the studies of the school may be better adapted to the capacity and age of pupils and losses by retardation and repetition lessened.

### Record of Home Conditions and School Ambition

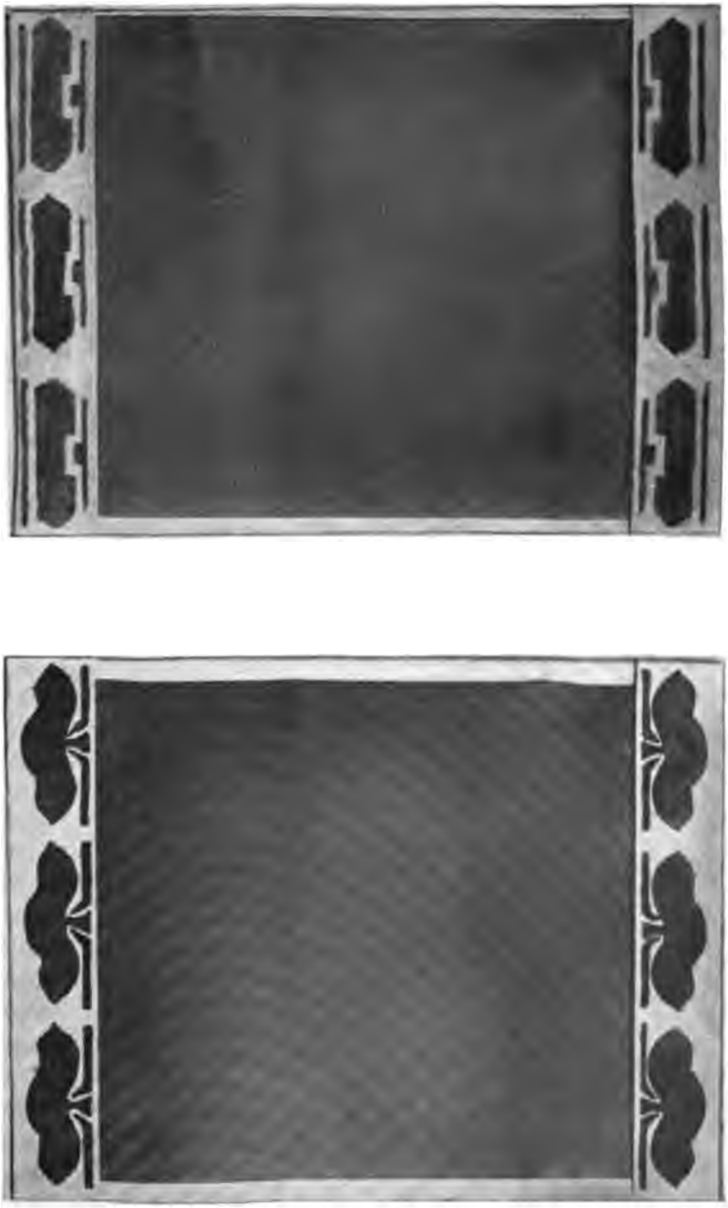
In addition to the above changes in our school reports, it seems advisable to introduce in the immediate future at least one more item,—that of home conditions and school ambition of children between twelve and fourteen. For with the breaking up of the old idea that elementary education should be uniform for all, and with the growing conviction that capacity, inclination, and financial status of the home are factors in determining what education should be given children after the fourth, fifth, or sixth grade, there is more and more need that such record be kept. Only as such records are kept and school authorities act upon them, will a considerable per cent of the children in cities be given in the last years of their school life that education most helpful in living, and in making a living. As it now is, it matters not whether a child is one, two, three or four and more years behind grade, or whether he is thirteen or fourteen years of age and still floundering in the fourth, fifth, or sixth grade, we proceed with his education on the whole as if he would remain and complete the work of the school, when as a matter of fact, for the great part of city children, their schooling ends with the fourteenth year. Good practice would dictate that we learn what the school intentions of the child are; what the financial status of his home is; upon the basis of these facts judge of the educational destination of the child; then break away from preconceived standards and adapt the last one or two years of school work to his particular and special needs. But until we have accurate data with reference to school ambition and home conditions, we are in the dark and unable to do the most educationally for a considerable proportion of the children in our schools.

### Results of Revising School Reports

Our school reports as thus rearranged, when the above item is introduced, not only supply the data upon the basis of which it will be possible to meet better the new and pressing problems of school administration, but they also supply the data which will serve as the basis of judging of the progress being made in reducing the number of withdrawals, the number of "repeaters" and of retarded pupils; in a word, they supply the basis of testing the efficiency of our schools in meeting the needs of all the children of the community.

## TESTING EFFICIENCY IN INSTRUCTION

Data with reference to school losses, however valuable they may be, shed little light upon standards of scholarship, upon whether the school is increasing its efficiency in imparting knowledge and in the giving of



Cardboard Construction and Applied Design—Fourth Grade

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power, but to go on year after year assuming improvement, will no longer suffice. Opinion must be supported by facts.

In our system, fortunately, there was ready to hand the means of determining whether or not progress in instruction is being made. This was found in the questions and results of examinations given in the schools of Cleveland five, and even fifty years ago. Obviously, it would be unfair to give a geography or history test of half a century past to children of today, because of changes in the subject matter of these branches, yet it may well be done in studies like spelling and arithmetic. Such tests have, of course, their limitations. The advantage is, however, on the side of the children of the earlier decades, for the questions of the old examinations were undoubtedly based on the work of the year, and in some cases the children of the present may not have had the same instruction. However that may be, certain of the examinations in spelling and arithmetic were given to children of corresponding grade during the year.

### Giving Educational Commission's Test

The first of these tests to be re-given was that in arithmetic employed by the Educational Commission in 1905. This examination comprised problems in business practice, addition, subtraction, multiplication, division and percentage. In no case was there a failure of the children of 1909 to make a gain over the children of 1905. If the average gain in efficiency per pupil is translated into terms of improvement, the children of our schools improved between 1905 and 1909 on the average, in business practice 66.21 per cent, in addition 89.53 per cent, in subtraction 8.99 per cent, in multiplication 282.76 per cent, in division 40.42 per cent, and in percentage 19.60 per cent.

Fig. 7

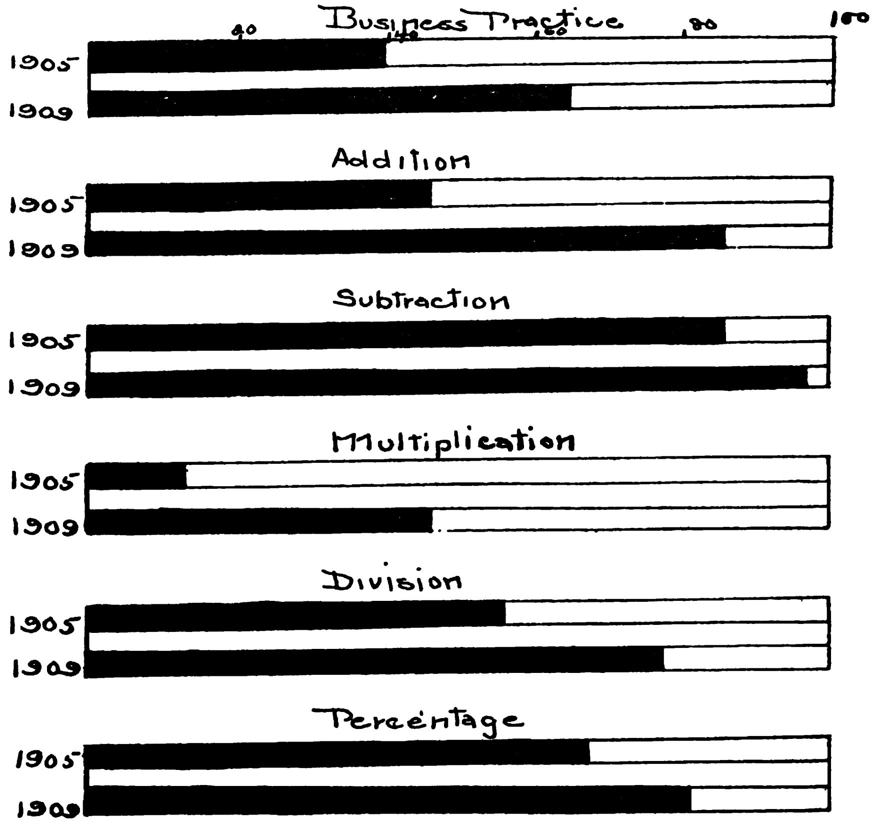


Fig. 7 Black shows per cent of efficiency for each problem of Educational Commission's Test 1905, and when re-given 1909

## Re-giving Arithmetic Test of 1856

Equally interesting was the re-giving of the arithmetic examination of 1856. This examination was difficult for the children of the present, since not only were the problems of a different character from those now used, but three of them came under parts of arithmetic no longer taught, and could only be solved by our children through the independent application of their power in arithmetic. Notwithstanding this handicap, the children of 1909 made a better average grade by 11.42 per cent than those of 1856.

Fig. 8

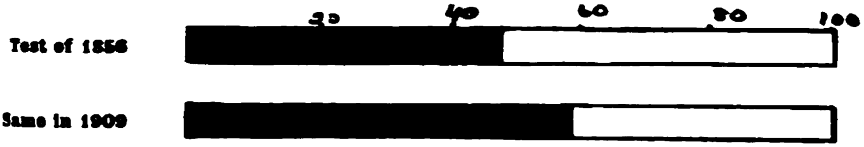


Fig. 8 Black shows per cent of efficiency for Arithmetic Test given in Cleveland schools 1856, and for same re-given 1909

## Re-giving Spelling Test of 1858

Perhaps the severest test of present day instruction was the re-giving to all eighth grade pupils a spelling examination set to the corresponding grade of pupils of the Cleveland schools in 1858. The test consisted of twenty words. The children of 1858, as the results show, mispelled on the average practically one more word per pupil than those of 1909, giving the children of 1909 a better average mark by 4.54 per cent, which represents an average gain in efficiency of 6.12 per cent.

Fig. 9

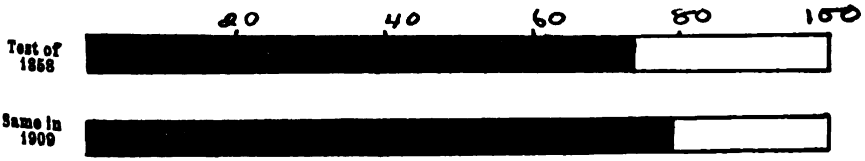


Fig. 9 Black shows per cent of efficiency for Spelling Test given in Cleveland schools in 1858, and for same re-given 1909

Judged by these three tests, there can be little doubt but what progress is being made in instruction, and that there is greater efficiency therein today than ever before in the history of the Cleveland schools.

## III

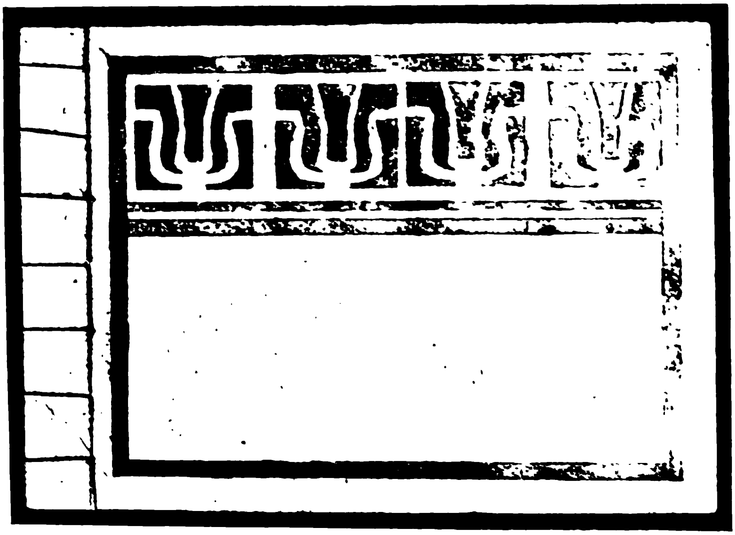
## SIMPLIFYING THE ELEMENTARY COURSE OF STUDY

After the problem of saving waste, the most pressing question of the day is that of simplifying the elementary course of study.

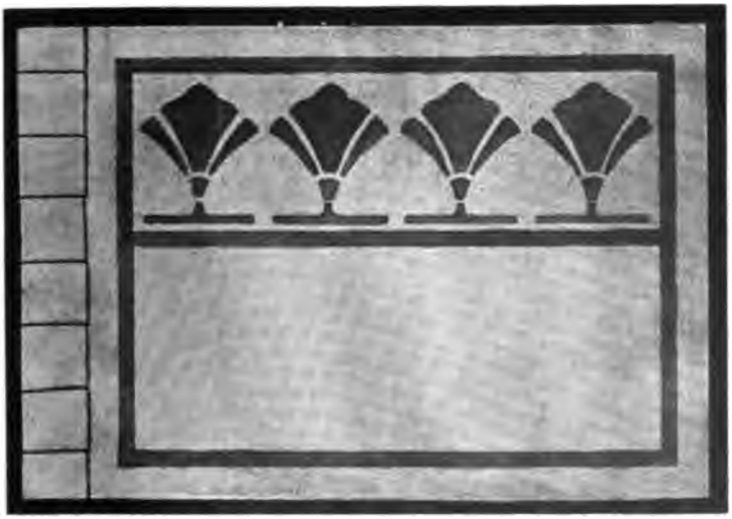
### NEED OF SIMPLIFICATION

Notwithstanding the present course of study is much older than commonly believed,—but one study, manual training, having been added during the last half century, the curriculum of the elementary school has become complex. This complexity is due, we believe, not so much to the number of branches comprised in the course of study as to the ever increasing amount of subject matter included within the different branches.

The development during the last few decades of materials of knowledge and particularly of materials that may be used in the school has been wonderful. Not only have there been additions to literature, but the literature of the world has, within the last quarter of a century, been rewritten from the point of view of the child and brought within the range of his understanding. Similarly with history. Not only has the story of all nations been retold in view of the interests of the child, but each nation is adding day by day to history. Likewise with geography. Volumes have been written in late years upon land forms, climate, and geographic influences; new industries have come into being, new lines of travel and commerce developed; all adding to the possible subject-matter of the study. Similarly with music. Fifty years ago, there was little music within the taste and appreciation of the child, whereas today we have a world of it adapted to their abilities and suited to their enjoyment.



Applied Design—Cardboard—Eighth Grade



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This increase in knowledge has had its influence upon the studies of the school. With the devolepment of knowledge, there have not only arisen new possibilities within the different branches, but new ideas of what should be included within them. As a result, there has been added within late years to our readers, myths, fables and stories, as well as selections from the literature of all nations. Wide excursions are now made in arithmetic into industrial operations and business practice. Geography has come to include materials related to industry, trade, and commerce. Into history has come a wide range of facts having to do with the expanding life of our democracy. While drawing has been broadened to include the realm of art, or to include at least those portions of it related to production, to the home, and to personal life. All this has done much to render attractive and to enrich instruction, but it has resulted in congesting the course of study and in presenting to the child a maze of subject-matter bewildering in the extreme; it has also fostered over-work, feverishness, and a lack of thoroughness. Indeed, so over-crowded and complex has the course of study become that the need of simplification is imperative.

## BASIS OF SIMPLIFICATION

In view of the conditions giving rise to the problem of simplification, its solution lies primarily in fixing upon the proper basis of selecting from the possible materials, the subject matter which shall be included in the several studies of the school.

### Facts versus Principle

In the selection of subject matter, it is important to distinguish between fact and principle. A fact is something done or that has come to pass, an act, an event, or circumstance, whereas a principle is a large truth, an organizing idea, an ideal or belief that exercises general directive influence upon life and conduct. The facts that may be brought into a study are numberless.

There are, for example, sixty-one thousand and more post offices in the United States; the name and location of each might be learned as geography. The facts about the Battle of Gettysburg fill a dozen volumes the size of an unabridged dictionary, all of which might be included in the study of United States history. There are some 450,00 words in the English language, each of which might be brought into the study of the parts of speech in grammar. On the other hand, the number of principles, organizing ideas, or ideals of life in a given study are relatively few, but it is these that are the valuable part of any subject. For it is through these that facts or events are interpreted and organized, that our emotions and sentiments are permanently aroused and crystallized, that life is defined and action guided and directed. The facts of a study should not, however, be ignored nor their worth underestimated, as they bear the same relation to the right acquisition, to the understanding, and to the power to use large ideas as the mining of quartz does to the getting of gold. Still it is the principle, the belief, the ideal illustrated by the facts and not the facts themselves that have value.

### Tests to Impose

In the selection of the materials to be included within a given branch, care must therefore be exercised in distinguishing between fact and principle, and such facts and only such should be admitted as are on the one hand best suited to enable the child to acquire with ease and economy and on the other needed to give command in use of the larger teachings of the subject. The test to be imposed upon every fact or set of facts before these are admitted into a study of the school is, therefore, this: Is this fact or set of facts necessary to the ready understanding and control of a principle, organizing idea, or ideal of this subject and at the same time, of all the possible facts, the best adapted to yield such insight and power? To subject rigorously the facts to be included within school studies to this test would go far toward eliminating useless and burdensome materials and toward simplifying the different branches.

Because a given set of facts is well adapted to the presentation of a principle and because a given expression of the principle is typical, is no final reason why it should be taught. For so limited is the school period, so immature is the child, so pressing are the needs of present-day living, and so abundant are the larger teachings of the different school branches when taken together, that there is need,—if the course of study is to be rendered sane and simple—of selecting, from the principles, ideas, and ideals that might be taught, those to be included within elementary instruction.

The basis of determining what large ideas or topics are to be included within the studies of the elementary school is to be found on the one hand in the needs and demands of the expanding and developing life of the child and on the other in the needs and demands of social life; or to put it differently, the basis of selection is to be found on the one hand in the conditions of fostering and controlling the development of the child and on the other in what is necessary for him to know and be able to accomplish to take his place and do his part in the community.

From the point of view of community life, the following test must be imposed upon the materials of elementary instruction: Is a knowledge and a command of this principle, interpretative idea, or ideal, essential to prepare the child to make for himself under present economic conditions an honorable livelihood, essential to prepare him to fulfil the obligations of the parent and perform the duties of the citizen, or essential to prepare him for a rich personal life and a life of rectitude?

Though this test ignores studies as sciences, and all claims of knowledge for the sake of knowledge, it recognizes that this is an industrial and commercial age and that the work the boys and girls now in our elementary schools will find to do will be in the lines of industry and trade; it recognizes also that there are domestic duties to be met, complex problems in national, state, and municipal government to be solved, and that art, morality, and religion have a place in the life of all.

On the other hand, the conditions of fostering and controlling the development of the child impose this test: Is this principle or ideal clothed in such words, put in such a way as to appeal to the interests, to the motor side of child nature, and such if he grasps it and uses the knowledge gained, he will be able to give a desired direction to his actions, make or do a given thing?

The imposition of this test determines the form and character of the materials to be admitted. To illustrate: Toward six, or thereabout, owing to the rising force of the intellectual impulse, the child becomes exceedingly curious. Because of his lack of permanent interest and of mental power, he is uninterested in and unable to grasp any systematic presentation of a topic. Nevertheless, by virtue of his needs and the resulting desire to know, and to act, he delights in fairy tales, legends, stories, and constructive activities. Because these appeal to him and supply materials for the free expression of his impulses and the free exercise of his intellectual capacities, these are suited to his instruction, and some such materials must be used, if the child is to be given a normal development at this time. Likewise, in all periods, whether in infancy, childhood, or youth, the needs arising from the impulsive and intellectual life of the child enter in to condition the form and the character of the subject-matter to be included within the studies of the curriculum.

It would seem at first thought that these tests were mutually exclusive, but this is not the case. For the test imposed by the community represents the ends to be attained by the school, represents what knowledge, habits and skill will be useful in adult life, whereas the test imposed by the child represents what is necessary to interest him, to excite him to action and to want to know. The one has to do with fostering development, the other with its guidance. The selection of the topics of instruction from the point of view of society does not therefore preclude their selection from the side of the child, but their selection from both points of view is necessary, as each supplements the other.

From the supplementary character of these tests it is apparent they cannot be considered apart and the topics of instruction fixed upon in view of one and then in view of the other. It is necessary to keep both in mind and to give each due place and weight in the selection of every principle, idea, or ideal to be included within the course of study. That is, both the demands of social life, and the needs of child life must enter in simultaneously to determine what shall be admitted into the studies of the school.

It is, therefore, only as the principles, ideas, and ideals, or the topics admitted into school subjects are selected with reference to the tests imposed by society and the child, and only such facts are employed as are best suited and necessary to convey the desired insight, that school branches are to be relieved from the burdens of ever-increasing materials, rendered direct and educative, and the elementary course of study simplified.

### SIMPLIFYING ARITHMETIC, DRAWING AND HISTORY

With this basis of selection as a guiding principle, active steps were taken during the latter part of this year to simplify the different branches taught in our schools. Much has already been accomplished in the case of arithmetic, drawing, and history.

Arithmetic in the primary grades has been so simplified that greater capacity and accuracy may be secured in the fundamental processes and the loss of time in written explanations of concrete and fractional work avoided. The range of topics for the grammar grades has been reduced by dropping longitude and time, compound proportion, parts of mensuration, cube root, partial payments, compound interest, exchange, and other themes of doubtful value, to the end that oral control of the fundamental operations may be emphasized and pupils taught their application to business practice.

Drawing has been further simplified by lessening the range and number of exercises, in order that what is attempted may be better done, and that more time may be had to bring out the art elements and to apply the taste and art ideas acquired to productive industry, to home-making, and to personal living.

The topics in United States history have been reduced almost one-third, and instruction centered primarily about the large movements having influence upon the development of our political ideals, social institutions, industrial system, and upon our civic and municipal activities, to the end that children may better understand conditions as they are and be better prepared to act and do their part as citizens in the present.

Though a good beginning has been made, much yet remains to be accomplished before our elementary course of study is adapted to the capacities of the majority of children attending our schools, and adjusted to the needs of children destined to live in an age predominantly commercial and industrial.

## IV

## INCREASING OPPORTUNITIES FOR PRACTICAL TRAINING

### EQUALITY OF EDUCATIONAL OPPORTUNITY

Cleveland has all possible varieties of conditions in its cosmopolitan citizenship. Its school system, if this is to be of real service to the whole people, must consequently be adjusted to the needs of different groups of children and to the needs of different districts. There must be a variety of schools. To theorize about education is easy, but when these theories are squared with conditions as they exist in a cosmopolitan community, they are found to need much adjustment. Indeed, the difficulties in the way of educational progress are largely those of a beautifully perfected system of education based on the thought that all children are headed for college, and that all need the same training. Democracy implies equality of opportunity, but equal opportunity to all does not necessarily mean the same opportunity.

We still hear that "most United States senators are college trained men." Yet who would be unwise enough to think that, for this reason, we should set about to train all the youth of the land for United States senatorship? Notwithstanding opportunities to rise are open to all, it is entirely within proper conceptions of democracy and admirably within the limits of common sense to assume that the mass of children will never be United States senators, and that most of them will be industrial workers. Of the thirty-two million bread-winners in the United States, less than two million are in professional and official life, and more than thirty million earn their living at some form of work in the field of industry and commerce. It would, therefore, seem the part of wisdom to recognize this fact and to provide a training suited to the masses.

## INCREASED FACILITIES IN MANUAL TRAINING AND HOUSEHOLD ARTS

Cleveland has moved in this direction by providing shop-work in the elementary school. By increasing the number of centers for shop-work and cooking, this instruction has been extended until nearly all the pupils of the seventh and eighth grades have one lesson per week of one hundred minutes in these arts. In the wood-shop boys learn the use of tools. They learn how to lay out work and acquire certain knowledge of design and of materials. Moreover, they learn patience and carefulness. They have before them the results of these qualities in tangible form. A mistake is always in evidence, and is often costly. Errors of speech are evanescent and soon forgotten. Indeed, pupils regard these as unimportant because of their evanescence. Errors in hand-work, on the contrary, persist. Hence, the value of teaching boys to express ideas in things as well as by words.

The home spends the money which labor brings. Home economy, therefore, becomes a vital topic. If girls may be taught simplicity and made efficient in things that have to do with the home, no more important service can be rendered them. The mathematics which girls may use effectively in life is the mathematics of household accounts. For this reason, the study of menus and their cost, the comparison of food values with market values, the substitution of articles having similar food value but cheaper in price, are made prime topics in connection with the practical work of cooking as taught in the school.

Provisions for shop-work and cooking are, therefore, a worthy development in the adaptation of the school to modern needs.

## THE ELEMENTARY INDUSTRIAL SCHOOL

Many pupils withdraw from school to become wage earners. Our records show that 50 per cent of the pupils entering our first grade do not reach the sixth. This means there are many retarded children, as children cannot legally quit school before the fourteenth year. These retarded children are placed at a disadvantage. They take the subject matter assigned to the grade, which is planned for the child that advances regularly from year to year, whereas the child behind his grade with respect

Making Biscuits—Eighth Grade

to years and with limited opportunity should have a different course of study covering a narrower range, and selected more with reference to his practical needs. The organization of an elementary industrial school in the Brownell annex is an attempt to meet the wants of this class of child.

The requirements for admission to this school are that pupils shall be at least two years behind grade, that they should either have finished the sixth, or have failed to finish it and would therefore become "repeaters." Each elementary school principal was asked to suggest from one to four such pupils. Selection from those named was based upon the probable outlook of these children, and for the most part those likely to withdraw from school were admitted.

The course of instruction includes three academic studies: English comprising reading, spelling, writing and composition; arithmetic including control of the fundamental processes in whole numbers, fractions, and decimals, percentage, problems arising from the shop, the keeping of time, commercial transactions involving notes, checks, bills, receipts, etc., whereas in the case of girls arithmetic is applied in particular to the treatment of household accounts, to the simple forms of book-keeping, and each girl is urged to become the accountant of her home. Geography and history are correlated and treated as one study. Only the principal events in the history of our country and the important features of our municipal activities are considered, while geography, apart from due emphasis upon location, deals in the main with industries and the conditions determining them. Lessons in hygiene of a thoroughly practical kind, gymnasium practice, shower baths, and swimming pool, and assembly exercises of an inspirational character, constitute the work attempted in these directions. On the academic side, there is thus an attempt through narrowing the field and intensifying instruction, to secure insight into and control of a few important and fundamental things.

On the practical side the boys have shop-work in wood and sheet metal, mechanical drawing, free-hand drawing and design. The girls have household arts including cooking, both machine and hand sewing, garment-making, free-hand and mechanical drawing, and design applied in various crafts. The purpose here is to give acquaintance with practical things, to develop ability in laying out work, to cultivate skill of hand, to lay the foundation for useful occupation.

About half of the day is spent in book-work, and the other half in shop-work. Because the instruction of the boys differs from that of the girls both in academic and shop studies, the classes are segregated. This has distinct advantages. The school day extends from 8:30 a. m. to 3:30 p. m., nine forty-five minute periods, one of which is devoted to luncheon.

The elementary industrial school aims then to offer substantial book training with selected subject matter based upon the immediate needs of retarded pupils, coupled with a training in the practical arts that underlie industry. It seeks primarily to develop intelligence, yet at the same time endeavors to give skill in work. Though it may be regarded as a school for the training of industrial workers, it is in the broadest sense educational, and is, therefore, to be distinguished from an elementary trade school which seeks to develop mere manipulative skill.

This attempt to differentiate at the end of the sixth grade giving two years of instruction of a more practical kind than that afforded by the usual literary course for seventh and eighth grade pupils, may be regarded as experimental. If, however, such a school be the means of holding pupils in school who would otherwise drop out, and of giving them a better preparation for life and for earning a living, it will accomplish a good result.

**Baking Biscuits—Eighth Grade**

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## OPENING OF THE TECHNICAL HIGH SCHOOL

The Educational Commission of Cleveland, appointed in 1905 to examine the organization, management, and other matters involved in carrying on the work of the public schools, in its report to the Board of Education, brought Cleveland face to face with doing as much for the many children who do not go to college as it does for the few who do go to college, and pledged the city to the establishment of high schools that train for industrial and commercial pursuits.

### Enrollment and Organization

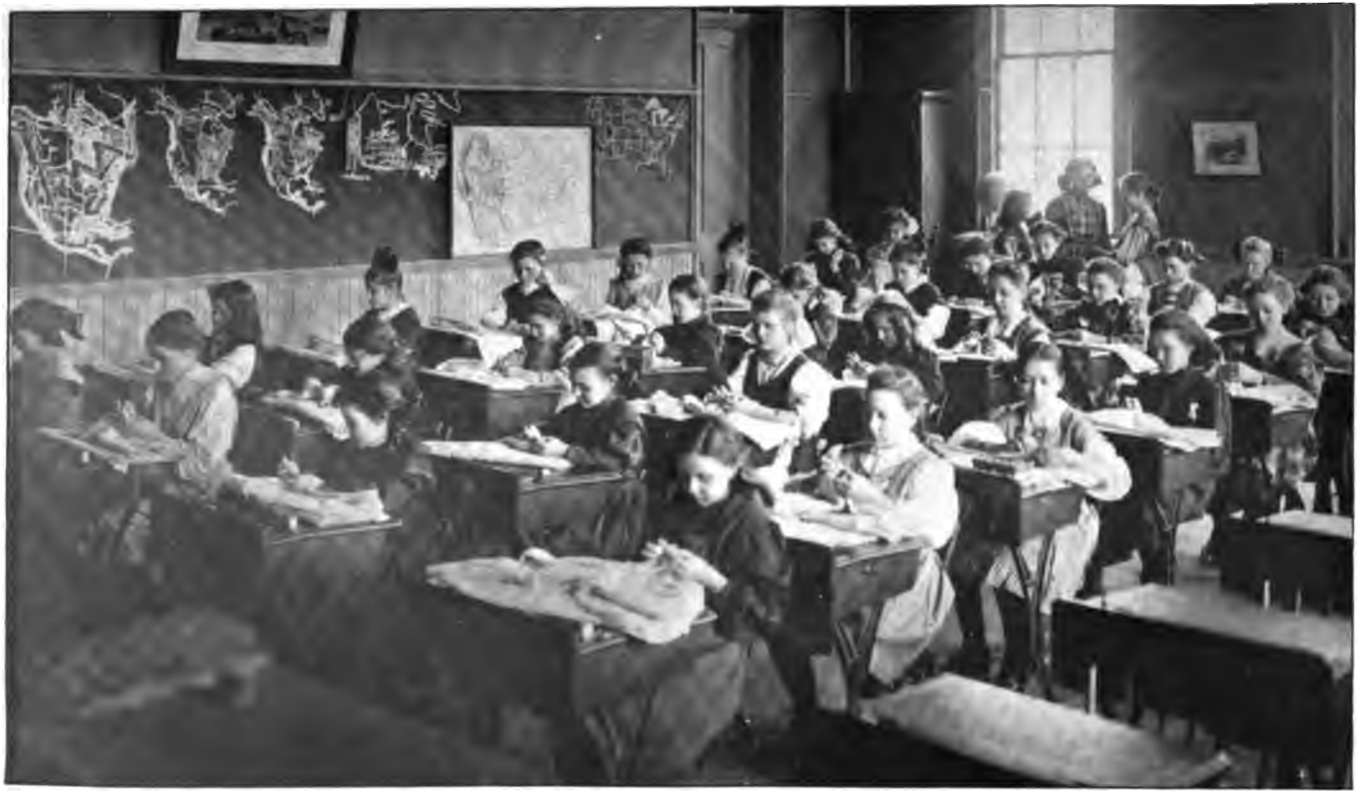
As a result of this report the Cleveland Technical High School was authorized, and the building opened to pupils of the city in October, 1908. The capacity of the building is one thousand pupils. The enrollment for the first year was 729, as follows:

| | |
|---|---|
| Entering class from eighth grade | 484 |
| Transferred from other high schools | 123 |
| Pupils who had dropped out of school | 122 |
| | 729 |

In a school of this type it is desirable to utilize the large investment in building and equipment to the limit of their capacity. Hence, the school day is from 8:30 a. m. to 3:30 p. m., nine periods of forty-five minutes each, one period being devoted to luncheon. The school year is divided into four quarters of twelve weeks each with one week of vacation between quarters. Pupils attend three quarters for four years, or four quarters for three years. In this way the student wishing to secure a maximum of education in a minimum of time may complete his four years' course in three years. Others take the course in four years, three quarters each. The plan of making the twelve-weeks' term the unit also has advantages for the student who from any cause fails in part of his work, since it gives him opportunity to catch step again, and go on in a new class with comparatively small loss of time.

## Course of Study and Purpose

The technical high school does not fit for college, though students desiring to prepare for entrance to vocational schools of a college grade may arrange to do so. It is, therefore, a finishing school. About half the time of the student is devoted to books, the other half to shop work. Each student carries three book studies: language, mathematics, and science. In the later years history and modern language are offered, the latter being elective. It is consequently, a school of science, offering solid courses of instruction designed to give knowledge of principles and to develop intellectual power. The usual treatment of the academic subjects is not followed. There is no effort, for example, to teach mathematics as a science, but such parts of arithmetic, algebra, geometry, and trigonometry are selected as are fundamental in meeting the requirements of technical studies. The training is such as to give ready skill in the control of the necessary mathematical ideas to forward the technical problems in hand. The result of such instruction is pupils with a ready, usable knowledge of the fundamental problems and processes in arithmetic, algebra, geometry, and trigonometry. Similarly, the science taught deals with topics chosen especially with reference to utility, that is, the science taught is applied rather than general science. Again, English, German, and French are given an industrial bias. The technical high school, thus, groups its academic studies, selects its topics, and arranges its instruction with reference to fundamental needs on the technical side. It also fits directly for industrial pursuits by offering opportunity, in actual construction, for the application of the scientific knowledge thus gained. The product of this school should, therefore, be intelligent young men and women; they should not only be intelligent citizens, but efficient workers, having ability to apply their knowledge with skill to practical pursuits. In a word, the technical high



A Lesson on Sewing—Seventh Grade

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school aims at intelligent citizenship and industrial efficiency.

### Distinguished from Trade School

While a technical school seeks both mental development and manual dexterity, the so-called trade school seeks primarily hand skill. A trade school, therefore, differs from a technical school. It seeks efficient workmanship without attempting to develop the knowledge of the principles involved in the same. Its aim is more immediate, attention being concentrated upon output rather than upon the development of the workman. It is this kind of school in connection with the technical school that has given Germany such an important place in the manufacturing world.

### Aim of Manual Training School

In distinction from the extreme emphasis upon manual skill characterizing the trade school, is the so-called manual training school, which exists primarily for the purposes of general education and uses manual training merely to further this general end. With this type of school the purpose is not to give skill in workmanship, but general knowledge of materials; it is not to make carpenters and wood-workers, but to give insight into the processes underlying these, including a knowledge of tools. The aim is the cultivation of the student, the development of the entire boy, giving him command of himself, knowledge and control of material things, and an appreciation of the social value of industry, while little if any consideration is given to the occupation which a pupil may follow on leaving school. The manual training school assumes, therefore, that this training and experience are valuable for all boys whatever their subsequent occupation or profession.

### Mission of Technical High School

The technical high school, as a type of industrial school, is in turn to be distinguished from the manual training school. It is the outgrowth of certain social conditions and finds its aim in meeting the requirements of these conditions. Many children do not reach the high school, economic conditions force them to become wage earners before they have advanced to this stage. Many children leave school because a literary and classical education does not appeal to them in such a way as to lead them to believe they will have greater earning capacity after spending two to four years in high school. Indeed, it is for this reason that many children do not enter high school at all. It is to this class of children that the technical high school makes its appeal, and it is their interests it purposes to serve. It not only offers them courses of instruction making for intelligence and practical insight, but it gives opportunity to gain such control of materials and of tools that the earning power of the child is enhanced and he is prepared to render helpful service in the world of industry. The technical high school is, therefore, distinguished from the manual training school by the industrial bias and practical turn given instruction, and by the emphasis upon direct preparation for entrance upon industrial pursuit.

The technical high school appeals consequently to the mass of children who are not going to college, and who while continuing their education are constrained for economic reasons to increase their earning power. In opening the technical high school, the city is, therefore, merely offering an opportunity to a class of children who formerly did not as a rule enter high school, is merely making an appeal for a new type of high school student, is in effect recognizing that the youth of the city destined to earn their living as industrial and commercial workers, are entitled to an education which offers direct preparation for life work.

## HIGH SCHOOL OF COMMERCE

During the year a high school of commerce was authorized, which, like the Technical High School, had its origin in the recommendation of the Educational Commission of Cleveland.

> "The majority of boys and many of the girls who graduate from our high schools go into business. The average boy who goes into business life knows very little about business methods. He perhaps knows a little bookkeeping, a little stenography and a little typewriting, but this is about all he has had. It is possible to give a student in a commercial high school a course of study which will train him in business methods which will make him an enthusiast in business and which will render him of immediate use to his employer.
>
> "A broad business course is not only of immediate use to the young man who enters business, but it also strengthens the mind and stores it with information and with knowledge of methods which will be of use in later years.
>
> "As the college course broadens the mind and enables a man to think along many lines, so a thorough commercial training will broaden the mind and enable the student to reason, to think, and to understand throughout his business career."

The organization of the High School of Commerce is the result of this recommendation, and of the demand on the part of business men for a more adequate and specific training for those who go direct from the high school to commercial pursuits, the office, and the store.

Large employers of youth just out of school furnished data of their conclusions as to the respects in which the preparation of boys and girls seeking employment seems to be inadequate and deficient, and a committee of thirty-one prominent business men lent valuable aid in defining the purposes and outlining the work of this new school.

The course of study is intended to develop the mind and to furnish a general education, and at the same time to offer a practical training in the technique of business. It emphasizes the fundamental subjects of spelling, writing, and arithmetic, branches usually dropped at the end of the grammar grades. Literature, science, history and drawing are also included, and place is given to certain of the more specialized branches directly related to trade and commerce, while in all subjects of study the school endeavors to establish a close relation between the subjects of instruction, and their application to commercial life.

The graduates of this school, by virtue of the richness of its course of study may, therefore, be expected to be intelligent, to be able to think, and to have laid the foundation for commercial pursuits at a most important time in their lives. The high school of commerce should consequently be a potent agency for helping children to find themselves, their interests, and their capacities, and in making preparation for life's duties, hence the best outlook for a prosperous life and a life of service to the community.

## SUMMARY

In thus increasing the facilities for manual training, and the teaching of the home arts, in opening the elementary industrial school and the technical high school, and in the establishment of the high school of commerce, thereby adapting the public schools to the needs of all the people, we are but following the tendency of the new education, the tendency to make education more definite, to give not only training that is good, but training that is good for something, good for some particular thing in the world about us.

Measuring and Weighing—Practical Arithmetic

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## V

## IMPROVING CONDITIONS OF STUDY IN ACADEMIC HIGH SCHOOLS

Not only have opportunities for practical education been increased, but conditions of work in academic high schools have been improved. Our academic high school buildings were constructed without study halls. The lack of study halls was recognized by the Educational Commission and their establishment recommended. In schools where there is no study hall, the pupil has a "home-room" where he sits, and a "home-teacher" who records his attendance, absence, etc., but who gives, as a rule, no instruction to the children under his immediate care. The "home-room" serves also as a recitation room. The pupil having a study period is compelled under this organization to sit in the room where his "home-teacher" conducts his classes. The confusion arising from the recitation breaks up the quiet of the room and brings about a situation unfavorable to study. That these conditions might be removed, and encouragement given to study, Lincoln, West, and South High School were equipped with study halls,—Glenville having been so equipped when built. The pupils in these schools when not reciting now go to the study hall. These halls are in charge of a regular teacher. Conditions are made favorable to mental work, and the teacher is at the service of the pupil to aid where there is need. Much is expected of this arrangement, both in encouraging work at school and in inculcating right habits of study.

Notwithstanding the session of high schools extended to two o'clock for years prior to 1897, and since then to 12:30, and notwithstanding for years pupils have brought some kind of luncheon, our academic high schools enjoyed nothing more than improvised luncheon facilities. The luncheons brought were generally eaten in the recitation room. That this might be corrected, and that pupils might be encouraged to spend more time at work in school, and that the physical plant as well as the teaching force might be placed at the service of the children and of the community for a longer period, adequate luncheon facilities have been provided for all academic high schools, and installed in all except Central. Such facilities, it is believed, will not only contribute to the physical well-being of pupils, but will encourage the introduction of a school day more favorable than the present to the fullest use of the school plant, better adapted to foster right standards of work and sustained mental effort on the part of the child, and better suited to the expanding activities of the high school.

## VI

## MEDICAL AND DENTAL INSPECTION

It has been understood for years that physical defects of children are factors in irregular attendance, truancy, backwardness, and in withdrawal from school, and are elements in conditioning the general spirit, mental attitude, and moral tone of children. As early as 1881 statistics were gathered by Dr. Tuckerman with reference to the health of the school children of Cleveland, and few years have elapsed since then without more or less attention being given to the subject.

During the year 1906-7 the Department of Physical Training conducted an examination of 30,000 children in grades III to VII with respect to the condition of eyes, ears, nose, and teeth. Table X gives the results in a school in a "congested" district contrasted with one in the "East End":

## Table X

| | East End | Congested District |
|---|---|---|
| Number examined | 668 | 616 |
| Wearing glasses | 6.4% | 1.8% |
| Defective vision | 32.4 | 71.1 |
| Other symptoms of eye trouble | 27.8 | 25.2 |
| Defective hearing | 5.2 | 1.8 |
| Diseased ears | 8.9 | 12.8 |
| Obstructed nasal breathing | 45.1 | 57.1 |
| Habitual mouth breathers | 12.1 | 14.7 |
| Teeth very defective | 1.3 | 15.7 |
| Teeth very dirty | 27.8 | 46.4 |

In March of this year 36,403 children were examined, and of these the teeth of 27,918 were found to be defective, while in some class rooms as high as 95 per cent were deficient in this respect.

These data approximate closely reports from other cities in this and other countries and reveal the fact that 50 per cent or more of all school children are suffering from physical defects that more or less interfere with their progress in school or that will do so if not corrected.

Though the Cleveland schools have never enjoyed a complete system of medical inspection, the Department of Health, through its ward physicians, protect the schools from infectious diseases. During the year 1908 these physicians made 16,225 visits to the schools, examined 51,147 children, temporarily excluded 1,798 supposed to be infected, visited 3,426 homes, and treated 6,716 cases of communicable ailments.

In addition, under the general direction of the school physicians, there have been located in schools in foreign districts, six school dispensaries,—five of these being established this year. From these dispensaries medicine is distributed on the recommendation of the school physician free, or at a nominal cost. At each of these dispensaries there is stationed a school nurse—essentially a new feature of the year. These school nurses follow up the recommendations of the school physicians, give instruction in first aid, visit homes, accompany parents to specialists, and to the clinic, and in every way seek to secure for the child the needed treatment.

The work accomplished by the school physicians and school nurses is of the highest worth, and they are doing much to protect the health of our children, stamp out disease, and to elevate the moral tone and general bearing of our pupils.

Despite the good work being done, there is need of more, and particularly of more that has to do with the detection of defects, and with providing and securing treatment for their elimination, whether it be medical or surgical. Heretofore the Board of Education has been handicapped as it was not authorized to expend money levied for school purposes on school inspection. Boards of Education now have the authority to do this, and the day is not distant when an adequate system of medical inspection will be established, which will not only protect our children from infectious diseases, but will secure to them inspection and treatment for defects of the eye, ear, nose, throat, and teeth, defects which though simple in themselves have far-reaching effects upon the attitude, ability, and disposition of the child, and the whole work of the school.

## VII

## GIVING OPPORTUNITY TO TEACHERS FOR BROADER PREPARATION AND INCREASING COMPENSATION FOR SERVICE

Attention has also been given during the year to increasing the efficiency of teachers and to improving the conditions of service.

### THE NORMAL SCHOOL PLANT

In the early development of free public education, when schools were small and the course of study simple, and when professional ideals and standards were low, there was little difficulty in securing teachers. With the increasing demands made by school work upon time and energy, with the imposition of higher and higher requirements, and with the growing attractiveness of other vocations, it has become more and more difficult to supply our schools with well trained teachers.

Education being a function imposed upon the community by the state, it would seem that to provide teachers prepared to execute this function is the work of the state. This duty is accepted by the state, and every commonwealth of the Union supports institutions for the training of teachers. Still, even the most advanced have thus far provided training for only a small proportion of new teachers annually needed, and Ohio is the most backward of all in this respect. Though Ohio supports three schools for teachers, the graduates of these in any single year would not supply half the new teachers needed in Cleveland alone, to say nothing of other parts of the state.

The city that would have well prepared teachers for its elementary schools,—the problem in the high school being different—must consequently secure these either in the open market, or provide means of training them. To secure the number of elementary teachers needed in Cleveland annually in the open market is impossible, or, at all event, the task of getting them would necessitate the employment of an expert who did nothing else. By far the more feasible plan is to prepare young people graduating from our schools to take places in them as teachers.

The school authorities of Cleveland adopted this plan. Though a Normal School has been supported by the city since 1874, it never enjoyed a plant adapted to its purposes, nor was the school itself legalized until 1908. The placing of the school for teachers upon a legal basis made it possible to provide it with a plant commensurate with the dignity and importance of its work.

Since the school for teachers is expected to draw from all parts of the city, the question of where to locate it was of importance. After carefully considering the question, not only from the point of view of accessibility, but also from that of an environment which would guarantee the school for all time favorable surroundings, a site on the Boulevard, near University Circle, was selected. This site is located upon the park system of the city. Such a location insures to the school sunshine, fresh air, and an outlook upon Nature; in a word, guarantees the school a physical environment that cannot help but exert a beneficial influence upon the health, happiness, and the spiritual life of its students.

Furthermore, the site on the Boulevard now is, and is destined to be, near the educational center of the city; the Case School of Applied Science, Western Reserve University, Western Reserve Historical Library, the Cleveland School of Art, and the Cleveland Art Museum, are nearby. To locate the Normal School at University Circle is, therefore, to make it a part of the higher educational forces of Greater Cleveland, is to bring it in touch with the most uplifting influences of the city, is to secure for it a psychical environment favorable to the performance of its work, and the attainment of its purpose. Under such conditions it will be easier to foster higher standards of scholarship and to suffuse the school with a spirit of refinement and culture; the school itself, by virtue of its location, will be rendered more attractive to desirable students; they will feel they are a part of the same larger life, and are studying under relatively the same conditions as the students of the other higher educational institutions of Cleveland; all of which will react favorably upon their own lives and development, and upon their efficiency as teachers.

The building itself comprises the school for teachers proper, and an observation school for practice and experimentation; it is 320 feet long, two stories high, of red stone, brown brick, and light terra cotta trimmings. The building as a whole was designed with special reference to the task in hand. In it are recitation rooms, laboratories for geography, elementary school science, psychology, etc., educational museums, work-shops, quarters for manual training and household arts, gymnasium; in short, all that go to make up the material equipment of a present-day modern school for teachers.

With its splendid location, with its magnificent plant,—a credit to Cleveland, with its new equipment, the Normal School will take on new dignity, and there opens to it a new era of usefulness and of service to the schools and to the community.

## COURSES FOR SPECIAL TEACHERS

Our increased facilities for training teachers are coming none too soon, for there is imperative need of a school both able to do high grade work in general, and to give instruction of a specialized character. With the growing tendency to recognize differences in the ability of children, and to classify them on the basis of capacity and educational destination, there have come into our system a variety of special schools. We have special schools of individual instruction designed to care for children so limited in mentality that they are unable to do anything like regular school work, and for whom to control the simplest number combinations and to read with a degree of pleasure to themselves is the maximum of attainment; we also have backward schools organized to assist children who have fallen behind and need special help for a period, or who are so far behind their grade that the best for them can be done educationally only by turning away from the standard course of study, and providing special instruction adapted to their particular needs.

These special schools for backward, and defective children, call for a type of preparation not possessed by the regular teacher, or provided by the ordinary normal school. Nor are there more than one or two places in the country where such training may be had, and young people taking it purpose to become supervisors rather than teachers. The only other source of teachers, at least for special schools of individual instruction, is state institutions for defectives, and though teachers coming from these institutions have experience, they lack, as a rule, the preparation making for breadth of view, initiative, and resourcefulness, qualities essential to success in this field. In the last analysis, the only recourse a city like our own has, if it is to carry on special schools successfully, is to employ teachers having had experience, or to take regular teachers interested and having the right spirit, and give them opportunity to make preparation for the particular work to be undertaken.

To this end, it is our purpose to offer during the coming year, to teachers now at work in schools of individual instruction, a method course in language and number, a course in physical exercises and games, and one in drawing and manual activities. This instruction will be adapted to the needs of these schools, and will make it possible for the teacher taking advantage of it to render the academic instruction attempted more effective, to accomplish more for the physical life and the happiness of these afflicted children, and to give larger place in these schools to hand work and manual activities.

## EXTENSION COURSES

Not only is there need of providing training for special teachers, but there is also need of giving those engaged in regular lines of service opportunity for personal and professional improvement.

With the number of branches now taught in the elementary school, and with the course of the Normal

School only two years in length, it is difficult to prepare young people to do good work in all lines of instruction. There is consequently need of providing for our teachers courses in certain studies of the school that they may at least have the opportunity of making further preparation. To do this will not only make for efficiency, but will relieve young teachers of over-pressure which is due in large measure to lack of knowledge and experience.

Again, one of the difficult problems of administration is to secure continuous growth in the teaching body, to keep teachers in active service enthusiastic, open-minded, and progressive. Experience has shown that this can be done best through extension courses. The courses offered are generally of three kinds: those dealing with professional themes, such as the history of education, school management, principles of education, methods, etc.; those designed to give advanced work in school studies, such as courses in music, drawing, manual training, arithmetic, geography, history, etc.; and those looking toward the personal enjoyment and personal improvement of the teacher, like courses in literature, history of art, philosophy, etc.

It is our purpose to offer during the coming year such advantages. If arrangements can be made, a series of lectures will be provided in school industries and school materials, in Shakespeare, in the history of education, and in the philosophy of education. These lectures will be open to all teachers wishing to avail themselves of these opportunities for serious study, but participation on their part will be entirely voluntary.

In providing instruction for special teachers, as well as courses for those engaged in the regular activities of the school, it is fitting that we should look to the Normal School, for its function is not only to prepare teachers to enter upon their work, but also to minister to the continuous growth of those already in the service. By thus broadening the field of our school for teachers, we make it the central and vital force of our system, and emphasize the necessity of providing it with every material equipment, and of placing in it teachers of recognized ability and capable of wise leadership.

### INCREASED PAY FOR ELEMENTARY TEACHERS

The day was when to finish at high school was sufficient preparation for entrance upon teaching, but we now require two additional years of academic and professional training, while some cities ask three, and one at least demands a full four year course, if the prospective teacher wishes to be placed on the preferred list.

The raising of standards of efficiency and of qualification has done much to bring to our elementary schools an increasing number of college women. These women become after some experience strong teachers, and are doing much to give vigor and tone to the instruction of the upper grades, and it is our hope that they may be attracted to the elementary school in still larger numbers.

The elevation of the qualifications of elementary teachers, until they approximate the requirements for the high school, and this influx of college women into the grades, makes prominent the question of increased compensation. In view of the long hours of service, the increasing cost of living, and the work of the common school in ministering to the needs of the masses, it would seem altogether proper, if the salaries of both elementary teachers and elementary principals were raised, and thereby made more commensurate with their large service to the community.

## VIII

## EVENING ELEMENTARY AND EVENING HIGH SCHOOLS

Evening elementary schools were conducted during the year in thirty buildings, sixty-nine teachers were employed, and 5,031 students were in attendance, having an average age of twenty-three years. Those in attendance represented thirty-nine nationalities, the Mayars leading with 1,061, followed by the Hebrews (Russian) with 560, the Bohemians with 478, the Poles with 299, while but 454, or less than one in ten, were (white) American born.

The instruction in these schools followed three lines: teaching foreign-born people to speak and read English; inspiring boys and girls who had dropped from the day school to complete their elementary education; and preparing young men for special lines of activity. The pupils are earnest, amenable to discipline, and desirous of advancement. The work accomplished is of great worth, and the evening elementary schools are doing much to inculcate habits of study, prepare foreign-born pupils for practical service, and to lead them to good citizenship and right living.

Four evening high schools were maintained, having an enrollment of 1,711. Of those enrolled but one in five was foreign-born, and practically all were employed during the day, showing that these schools do not serve the indifferent, but the industrious and aspiring.

The experience of a half dozen years led to the belief that at least a tentative course of study should be provided, and this was done. Though conditions are less stable in the evening high school than in the day school, and greater allowance must be made for variations in enrollment and needs, it is felt that this effort at systematizing the work, the completion of which entitles the pupil to a diploma, will be beneficial both in increasing efficiency in instruction, and in encouraging attendance.

The close of the evening high schools for the current year was marked by the graduation of three young men. Though part of their work had been completed in the day school, two of them had attended evening high school for six consecutive years, and their example in perseverance will doubtless stimulate other young men to take full advantage of the opportunities now afforded for evening study.

Respectfully submitted,

WILLIAM H. ELSON,
Superintendent of Schools.

# PART TWO

## IX

# Statistical Report for School Year 1908-9

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## General Statistics

### Normal School

| | |
|---|---|
| Total registration | 216 |
| Average daily attendance | 190.6 |
| Number teachers (exclusive of training teachers and principals) | 8.45 |
| Average number pupils per teacher (on registration) | 25.5 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $71.46 |

### Academic High Schools

| | |
|---|---|
| Number | 6 |
| Total registration | 4787 |
| Average daily attendance | 4119 |
| Number whole time teachers (exclusive of principal) | 200.5 |
| Number teachers (when two having all double periods counted as one according to Board Rule) | 188.5 |
| Average number pupils per teacher (on Board Rule count and registration) | 25.39 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $68.52 |

### Technical High School

| | |
|---|---|
| Number | 1 |
| Total registration | 729 |
| Number whole time teachers (exclusive of principal) | 41.1 |
| Number teachers (when two having all double-period subjects are counted as one according to Board Rule) | 32.25 |
| Average number pupils per teacher (on Board Rule count and registration) | 22.6 |
| Per capita cost (exclusive of maintenance and on registration) | $72.98 |

### Regular Elementary School

| | |
|---|---|
| Number | 80 |
| Total registration | 59285 |
| Average daily attendance | 51207 |
| Number teachers (exclusive of principals) | 1514.7 |
| Regular teachers | 1400.7 |
| Special teachers: | |
| German | 95 |
| Manual Training and Cooking | 19 |
| Average number pupils per teacher (on regular teachers and registration) | 42.32 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $21.00 |

## Deaf School

| | |
|---|---|
| Total registration | 79 |
| Average daily attendance | 71 |
| Number teachers (exclusive of principal) | 10.3 |
| Average number pupils per teacher (on registration) | 7.6 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $110.08 |

## Boys' School

| | |
|---|---|
| Total registration | 614 |
| Number teachers (exclusive of principal) | 8 |
| Average number of pupils per teacher (on registration) | 75.75 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $14.25 |

## Special Schools of Individual Instruction

| | |
|---|---|
| Number | 13 |
| Total registration | 210 |
| Number teachers | 13 |
| Average number pupils per teacher (on registration) | 16.15 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $47.27 |

## School for Cripples

| | |
|---|---|
| Total registration | 9 |
| Teachers | 1 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $61.10 |

## Kindergarten

| | |
|---|---|
| Total registration | 4935 |
| Average daily attendance | 2818 |
| Number teachers | 90 |
| Average number pupils per teacher (on registration) | 54.83 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $12.93 |

## Evening High School

| | |
|---|---|
| Total registration | 1891 |
| Number teachers (exclusive of supervisor) | 79 |
| Average number pupils per teacher (on registration) | 23.93 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $ 5.75 |

## Evening Elementary School

| | |
|---|---|
| Total registration | 5031 |
| Number teachers (exclusive of supervisor) | 69 |
| Average number pupils per teacher (on registration) | 72.91 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $ 2.57 |

## Summer High School

| | |
|---|---|
| Total registration | 216 |
| Average daily attendance | 189 |
| Number teachers | 5 |
| Average number pupils per teacher (on registration) | 43.2 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $ 4.86 |

## Summer Grammar School

| | |
|---|---|
| Total registration | 1095 |
| Average daily attendance | 936 |
| Number teachers | 33 |
| Average number pupils per teacher (on registration) | 33.18 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $ 4.68 |

## Summer Boys' School

| | |
|---|---|
| Total registration | 31 |
| Average daily attendance | 10 |
| Number teachers | 1 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $1.85 |

## Summer Manual Training School

| | |
|---|---|
| Total registration | 431 |
| Average daily attendancee | 254 |
| Number teachers | 6 |
| Average number pupils per teacher (on registration) | 71.83 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $2.07 |

## Summer Primary School

| | |
|---|---|
| Total registration | 1178 |
| Average daily attendance | 678 |
| Number teachers | 32 |
| Average number pupils per teacher (on registration) | 36.81 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $1.77 |

## Summer Kindergarten

| | |
|---|---|
| Total registration | 437 |
| Average daily attendance | 315 |
| Number teachers | 16 |
| Average number pupils per teacher (on registration) | 32.68 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $2.07 |

## Summer Playgrounds

| | |
|---|---|
| Total registration | 2917 |
| Average daily attendance | 1082 |
| Number teacher | 12 |
| Average number pupils per teacherr (on registration) | 243.08 |
| Per capita cost instruction (exclusive of maintenance and on registration) | $0.47 |

# SPECIAL STATISTICS

## Academic High Schools

## Table XI

### Enrollment and Attendance

| ENROLLMENT | Boys | Girls | Total |
|---|---|---|---|
| Total number registered less transfers...... | 2237 | 2550 | 4787 |
| Number leaving ........................ | 28 | 22 | 50 |
| Number withdrawals ..................... | 328 | 301 | 629 |
| Number remaining ....................... | 1881 | 2227 | 4108 |
| Average daily attendance ................ | 1887 | 2232 | 4119 |

DISTRIBUTION OF ATTENDANCE

| Time | Boys | Girls | Total | Per cent. of whole No. |
|---|---|---|---|---|
| Attending entire year ............ | 301 | 288 | 589 | 12.30 |
| Attending 9/10 of year............ | 1423 | 1722 | 3145 | 65.69 |
| Attending 8/10 of year............ | 170 | 241 | 411 | 8.58 |
| Attending 7/10 of year............ | 56 | 68 | 124 | 2.59 |
| Attending 6/10 of year............ | 63 | 37 | 100 | 2.08 |
| Attending 5/10 of year............ | 29 | 37 | 66 | 1.37 |
| Attending 4/10 of year............ | 37 | 31 | 68 | 1.42 |
| Attending 3/10 of year............ | 39 | 25 | 64 | 1.33 |
| Attending 2/10 of year............ | 24 | 30 | 54 | 1.12 |
| Attending 1/10 of year............ | 38 | 32 | 70 | 1.46 |
| Attending less than 1/10 of year.. | 57 | 39 | 96 | 2.00 |
| Total (equal No. Registered)...... | 2237 | 2550 | 4787 | |

# Table XII
## Distribution of Pupils by Ages and Classes

| AGES | FIRST YEAR | | | SECOND YEAR | | | THIRD YEAR | | | FOURTH YEAR | | | TOTAL BY AGES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 12 Years ....... | 6 | 3 | 9 | | | | | | | | | | 6 | 3 | 9 |
| 13 " ....... | 65 | 66 | 131 | 6 | 4 | 10 | | 1 | 1 | | | | 71 | 71 | 142 |
| 14 " ....... | 319 | 397 | 716 | 60 | 82 | 142 | 4 | 4 | 8 | | | | 383 | 483 | 866 |
| 15 " ....... | 241 | 281 | 522 | 240 | 287 | 527 | 59 | 72 | 131 | 3 | 2 | 5 | 543 | 642 | 1185 |
| 16 " ....... | 105 | 93 | 198 | 214 | 236 | 450 | 206 | 253 | 459 | 36 | 64 | 100 | 561 | 646 | 1207 |
| 17 " ....... | 24 | 17 | 41 | 67 | 98 | 165 | 149 | 118 | 267 | 156 | 208 | 364 | 396 | 441 | 837 |
| 18 " ....... | | | | 12 | 15 | 27 | 68 | 43 | 111 | 101 | 125 | 226 | 181 | 183 | 364 |
| 19 " ....... | 4 | 3 | 7 | 8 | 1 | 9 | 21 | 9 | 30 | 56 | 64 | 120 | 89 | 77 | 166 |
| 20 " ....... | | 2 | 2 | 2 | 1 | 3 | | | | 5 | 1 | 6 | 7 | 4 | 11 |
| Total by classes. | 764 | 862 | 1626 | 609 | 724 | 1333 | 507 | 500 | 1007 | 357 | 464 | 821 | 2237 | 2550 | 4787 |
| Below normal age | 71 | 69 | 140 | 66 | 86 | 152 | 63 | 77 | 140 | 39 | 66 | 105 | | | |
| Normal age .... | 560 | 678 | 1238 | 454 | 523 | 977 | 355 | 371 | 726 | 257 | 333 | 590 | | | |
| Above normal age | 133 | 115 | 248 | 89 | 115 | 204 | 89 | 52 | 141 | 61 | 65 | 126 | | | |

## Table XV

### Distribution of Registration, No. Leaving, Withdrawals, Promotions, Non-Promotions—By Classes

| | FIRST YEAR | | | SECOND YEAR | | | THIRD YEAR | | | FOURTH YEAR | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Total registration | 764 | 862 | 1626 | 609 | 724 | 1333 | 507 | 500 | 1007 | 357 | 464 | 821 | 2237 | 2550 | 4787 |
| Entering class first time | 729 | 845 | 1574 | 573 | 688 | 1261 | 477 | 484 | 961 | 342 | 458 | 800 | 2121 | 2475 | 4596 |
| Previously entered | 35 | 17 | 52 | 36 | 36 | 72 | 30 | 16 | 46 | 15 | 6 | 21 | 116 | 75 | 191 |
| Number leaving for private, parochial or public schools other than Cleveland | 14 | 10 | 24 | 6 | 4 | 10 | 7 | 4 | 11 | 2 | 3 | 5 | 29 | 21 | 50 |
| From entering class first time | 14 | 10 | 24 | 3 | 2 | 5 | 6 | 3 | 9 | 1 | 3 | 4 | 24 | 18 | 42 |
| From previously entered | | | | 3 | 2 | 5 | 1 | 1 | 2 | 1 | | 1 | 5 | 3 | 8 |
| Number withdrawals | 117 | 123 | 240 | 108 | 96 | 204 | 70 | 54 | 124 | 33 | 28 | 61 | 328 | 301 | 629 |
| From entering class first time | 102 | 119 | 221 | 93 | 87 | 180 | 59 | 49 | 108 | 24 | 25 | 49 | 278 | 280 | 558 |
| From previously entered | 15 | 4 | 19 | 15 | 9 | 24 | 11 | 5 | 16 | 9 | 3 | 12 | 50 | 21 | 71 |
| Per cent of withdrawals on total registration less number leaving for private, parochial or public schools other than Cleveland | 15.6 | 14.4 | 14.9 | 17.9 | 13.3 | 15.4 | 14.0 | 10.8 | 12.4 | 9.2 | 6.0 | 7.4 | 14.8 | 11.9 | 13.2 |
| Number remaining | 634 | 728 | 1362 | 495 | 624 | 1119 | 430 | 442 | 872 | 322 | 433 | 755 | 1881 | 2227 | 4108 |
| From entering class first time | 615 | 715 | 1330 | 477 | 600 | 1077 | 411 | 432 | 843 | 315 | 429 | 744 | 1818 | 2176 | 3994 |
| From previously entered | 19 | 13 | 32 | 18 | 24 | 42 | 19 | 10 | 29 | 7 | 4 | 11 | 63 | 51 | 114 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Irregular attendance | .... | 1 | 2 | ... | .... | .... | .... | .. | 1 | 1 | 1 | 3 | .... | 2 | .... | 2 | 2 | 2 | ... | .... | 1 | .... | 7 | 11 | 18 |
| Physical defects | .... | .... | ... | .... | .... | .... | .... | .... | ... | 2 | 1 | 2 | .... | 1 | .... | ... | 1 | .... | .... | 2 | .... | 2 | 2 | 9 | 11 |
| Incapacity | 1 | 2 | 1 | 4 | .... | 1 | .... | .... | 2 | 3 | 4 | 1 | 1 | 2 | .... | 3 | .... | 1 | .... | .... | .... | 1 | 9 | 18 | 27 |
| Indifference | 2 | 1 | 1 | 4 | .... | .... | .... | .... | .... | 1 | 1 | 2 | .... | .... | 1 | 4 | 3 | 1 | .... | .... | 1 | .... | 9 | 18 | 22 |
| Other causes | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .. | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | ...... | 8 | 3 |
| Total by Ages | 3 | 4 | 4 | 10 | .... | 1 | .... | .... | 8 | 7 | 7 | 8 | 1 | 5 | 1 | 10 | 6 | 4 | .... | 2 | 2 | 3 | 27 | 54 | 81 |
| Total Non-promotions by Years | Boys 7, | | | Girls 15, | | Total 22 | | | Boys 11, Girls 20, Total 31 | | | | | | Boys 7, Girls 14, Total 21 | | | | Boys 2, Girls 5, Total 7 | | | | | | |

| CAUSES | | | | | | | | | SCIENTIFIC | | | | | | | | | | Total Non-Promotions 277 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Irregular attendance | 2 | 7 | ... | 1 | 3 | 1 | 1 | .... | 1 | 2 | 4 | 1 | 6 | 3 | 4 | 6 | 7 | 3 | 4 | 1 | .... | 1 | 32 | 26 | 58 |
| Physical defects | .... | .... | .... | .... | .... | .... | .... | .... | .... | ... | .... | 2 | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 1 | 2 | 3 |
| Incapacity | 6 | 4 | .... | 12 | 3 | 1 | .... | ... | 7 | 7 | 8 | 2 | 11 | 3 | 4 | 3 | 11 | 4 | .... | .... | 2 | 3 | 52 | 39 | 91 |
| Indifference | 11 | 2 | 3 | 3 | .... | 1 | 1 | .... | 12 | 2 | 13 | 5 | 3 | 3 | 10 | 1 | 7 | 6 | 9 | 6 | 3 | 2 | 72 | 31 | 103 |
| Seniors taking 5 yr. course | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .. | .... | .... | .... | .... | 3 | .... | 2 | .... | 5 | ...... | 5 |
| Insufficient preparation | .... | .... | 1 | 2 | 1 | .... | .... | ... | 1 | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 1 | .... | 3 | .... | 8 | 2 | 10 |
| Other causes | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | ... | 2 | .... | .... | 4 | 3 | 4 | 7 |
| Total by Ages | 19 | 13 | 4 | 18 | 7 | 3 | 2 | .... | 21 | 11 | 25 | 10 | 21 | 9 | 18 | 10 | 27 | 13 | 19 | 7 | 10 | 10 | 178 | 104 | 277 |
| Total Non-promotions by Years | Boys 32, | | | Girls 34, | | Total 66 | | | Boys 67, Girls 30 Total 97 | | | | | | Boys 45, Girls 23, Total 68 | | | | Boys 29, Girls 17, Total 46 | | | | | | |

| CAUSES | | | | | | | | | COMMERCIAL | | | | | | | | | | Total Non-Promotions 59 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Irregular attendance | 3 | .... | 3 | .... | 3 | .... | .... | .... | 1 | .. | 1 | 1 | .... | 1 | 1 | .... | 1 | 1 | .... | .... | .... | .... | 13 | 3 | 16 |
| Physical deffects | .... | .... | .... | .... | .... | .... | .. | ... | .... | .... | 1 | ... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | 1 | 1 | 2 |
| Incapacity | 1 | .... | 2 | 1 | .... | .... | .... | .. | 1 | 2 | .... | 1 | 1 | 2 | 1 | .... | 2 | 2 | ... | 2 | .... | 1 | 8 | 11 | 19 |
| Indifference | .... | .... | 1 | 1 | 2 | 2 | .... | .. | 3 | 2 | 3 | 1 | 1 | .... | .... | 1 | 1 | 1 | 1 | .... | .... | .... | 12 | 8 | 20 |
| Insufficient preparation | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .. | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | ...... | 1 |
| Other causes | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | ...... | 1 | 1 |
| Total by Ages | 4 | .... | 6 | 2 | 5 | 2 | .... | .... | 5 | 4 | 6 | 3 | 2 | 3 | 2 | 2 | 4 | 5 | 1 | 2 | .... | 1 | 35 | 24 | 59 |
| Total Non-promotions by Years | Boys 15, | | | Girls 4, | | Total 19 | | | Boys 13, Girls 10, Total 23 | | | | | | Boys 6, Girls 7, Total 13 | | | | Boys 1, Girls 3, Total 4 | | | | | | |

# Table XV

## Distribution of Registration, No. Leaving, Withdrawals, Promotions, Non-Promotions—By Classes

| | FIRST YEAR | | | SECOND YEAR | | | THIRD YEAR | | | FOURTH YEAR | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Total registration | 764 | 862 | 1626 | 609 | 724 | 1333 | 507 | 500 | 1007 | 357 | 464 | 821 | 2237 | 2550 | 4787 |
| Entering class first time | 729 | 845 | 1574 | 573 | 688 | 1261 | 477 | 484 | 961 | 342 | 458 | 800 | 2121 | 2475 | 4596 |
| Previously entered | 35 | 17 | 52 | 36 | 36 | 72 | 30 | 16 | 46 | 15 | 6 | 21 | 116 | 75 | 191 |
| Number leaving for private, parochial or public schools other than Cleveland | 14 | 10 | 24 | 6 | 4 | 10 | 7 | 4 | 11 | 2 | 3 | 5 | 29 | 21 | 50 |
| From entering class first time | 14 | 10 | 24 | 3 | 2 | 5 | 6 | 3 | 9 | 1 | 3 | 4 | 24 | 18 | 42 |
| From previously entered | | | | 3 | 2 | 5 | 1 | 1 | 2 | 1 | | 1 | 5 | 3 | 8 |
| Number withdrawals | 117 | 123 | 240 | 108 | 96 | 204 | 70 | 54 | 124 | 33 | 28 | 61 | 328 | 301 | 629 |
| From entering class first time | 102 | 119 | 221 | 93 | 87 | 180 | 59 | 49 | 108 | 24 | 25 | 49 | 278 | 280 | 558 |
| From previously entered | 15 | 4 | 19 | 15 | 9 | 24 | 11 | 5 | 16 | 9 | 3 | 12 | 50 | 21 | 71 |
| Per cent of withdrawals on total registration less number leaving for private, parochial or public schools other than Cleveland | 15.6 | 14.4 | 14.9 | 17.9 | 13.3 | 15.4 | 14.0 | 10.8 | 12.4 | | | | | | |
| Number remaining | 634 | 728 | 1362 | 495 | 624 | [illegible] | | | | | | | | | |
| From entering class first time | 615 | 715 | [illegible] | | | | | | | | | | | | |
| From previously entered | [illegible] | | | | | | | | | | | | | | |

Irregular attendance

Physical defects

Incapacity

Indifference

Other causes

Total by Ages

| 7 | 11 | 18 |
|---|---|---|
| 2 | 9 | 11 |
| 9 | 18 | 27 |
| 9 | 13 | 22 |
| | 3 | 3 |
| 27 | 54 | 81 |

Total 22

Boys 11, Girls 20, Total 31

Boys 7, Girls 14, Total 21

Boys 2, Girls 5, Total 7

Non-Promotions 277

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Irregular attendance* | .... | *1* | *2* | ... | .... | .... | .... | .. | *1* | *1* | *1* | *3* | .... | *2* | .... | *2* | *2* | *2* | ... | .... | *1* | .... | *7* | *11* | *18* |
| *Physical defects* | .... | .... | .... | .... | .... | .... | .... | .... | ... | 2 | 1 | 2 | .... | 1 | .... | ... | 1 | .... | .... | 2 | .... | 2 | 2 | 9 | 11 |
| Incapacity | 1 | 2 | 1 | 4 | .... | 1 | .... | .... | 2 | 3 | 4 | 1 | 1 | 2 | .... | 3 | .... | 1 | .... | .... | .... | 1 | 9 | 18 | 27 |
| Indifference | 2 | 1 | 1 | 4 | .... | .... | .... | .... | .... | 1 | 1 | 2 | .... | .... | 1 | 4 | 3 | 1 | .... | .... | 1 | .... | 9 | 13 | 22 |
| Other causes | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .. | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | ...... | 3 | 3 |
| Total by Ages | 3 | 4 | 4 | 10 | .... | 1 | .... | .... | 8 | 7 | 7 | 8 | 1 | 5 | 1 | 10 | 6 | 4 | .... | 2 | 2 | 3 | 27 | 54 | 81 |
| Total Non-promotions by Years | Boys 7. Girls 15, Total 22 | | | | | | | | Boys 11, Girls 20, Total 31 | | | | | | Boys 7, Girls 14, Total 21 | | | | Boys 2, Girls 5, Total 7 | | | | | | |

## CAUSES SCIENTIFIC Total Non-Promotions 277

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Irregular attendance | 2 | 7 | ... | 1 | 3 | 1 | 1 | .... | 1 | 2 | 4 | 1 | 6 | 3 | 4 | 6 | 7 | 3 | 4 | 1 | .... | 1 | 32 | 26 | 58 |
| Physical defects | .... | .... | .... | .... | .... | .... | .... | .... | .... | ... | .... | 2 | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 1 | 2 | 3 |
| Incapacity | 6 | 4 | .... | 12 | 3 | 1 | .... | ... | 7 | 7 | 8 | 2 | 11 | 3 | 4 | 3 | 11 | 4 | .... | ... | 2 | 3 | 52 | 39 | 91 |
| Indifference | 11 | 2 | 3 | 3 | .... | 1 | 1 | .... | 12 | 2 | 13 | 5 | 3 | 3 | 10 | 1 | 7 | 6 | 9 | 6 | 3 | 2 | 72 | 31 | 103 |
| Seniors taking 5 yr. course | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .. | .... | .. | .... | .... | .... | .... | 3 | .... | 2 | .... | 5 | ...... | 5 |
| Insufficient preparation | .... | .... | 1 | 2 | 1 | .... | .... | ... | 1 | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 1 | .... | 3 | .... | 8 | 2 | 10 |
| Other causes | .... | .... | .... | .... | .... | .... | .... | .. | .... | .... | .... | .. | .... | .... | .... | .... | 1 | ... | 2 | ... | .... | 4 | 3 | 4 | 7 |
| Total by Ages | 19 | 13 | 4 | 18 | 7 | 3 | 2 | .... | 21 | 11 | 25 | 10 | 21 | 9 | 18 | 10 | 27 | 13 | 19 | 7 | 10 | 10 | 173 | 104 | 277 |
| Total Non-promotions by Years | Boys 32, Girls 34, Total 66 | | | | | | | | Boys 67, Girls 30 Total 97 | | | | | | Boys 45, Girls 23, Total 68 | | | | Boys 29, Girls 17, Total 46 | | | | | | |

## CAUSES COMMERCIAL Total Non-Promotions 59

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Irregular attendance | 3 | .... | 3 | .... | 3 | .... | .... | .... | 1 | .. | 1 | 1 | .... | 1 | 1 | .... | 1 | 1 | .... | .... | .... | .... | 13 | 3 | 16 |
| Physical deffects | .... | .... | .... | .... | .... | .... | .. | ... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | 1 | 1 | 2 |
| Incapacity | 1 | .... | 2 | 1 | .... | .... | .... | ... | 1 | 2 | .... | 1 | 1 | 2 | 1 | .... | 2 | 2 | ... | 2 | .... | 1 | 8 | 11 | 19 |
| Indifference | .... | .... | 1 | 1 | 2 | 2 | .... | .. | 3 | 2 | 3 | 1 | 1 | .... | .... | 1 | 1 | 1 | 1 | .... | .... | .... | 12 | 8 | 20 |
| Insufficient preparation | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .. | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | ...... | 1 |
| Other causes | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ... | 1 | .... | .... | .... | .... | .... | .... | ...... | 1 | 1 |
| Total by Ages | 4 | .... | 6 | 2 | 5 | 2 | .... | .... | 5 | 4 | 6 | 3 | 2 | 3 | 2 | 2 | 4 | 5 | 1 | 2 | .... | 1 | 35 | 24 | 59 |
| Total Non-promotions by Years | Boys 15, Girls 4, Total 19 | | | | | | | | Boys 13, Girls 10, Total 23 | | | | | | Boys 6, Girls 7, Total 13 | | | | Boys 1, Girls 3, Total 4 | | | | | | |

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FOUNDATIONS.

## Table XV.—Continued.

### Distribution of Registration, No. Leaving, Withdrawals, Promotions, Non-Promotions—By Classes.

| | FIRST YEAR | | | SECOND YEAR | | | THIRD YEAR | | | FOURTH YEAR | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Per cent remaining: | | | | | | | | | | | | | | | |
| On total registration......... | 82.9 | 84.4 | 83.7 | 81.2 | 86.1 | 83.9 | 84.8 | 88.4 | 86.5 | 90.1 | 93.8 | 91.9 | 84.0 | 87.8 | 85.8 |
| On total registration less number leaving for private, parochial or public schools other than Cleveland....... | 84.5 | 85.4 | 85.0 | 82.0 | 86.6 | 84.5 | 86.0 | 89.1 | 87.5 | 90.7 | 93.9 | 92.5 | 85.1 | 88.0 | 86.7 |
| Number promotions .......... | 579 | 676 | 1255 | 404 | 564 | 968 | 373 | 397 | 770 | 289 | 409 | 698 | 1645 | 2046 | 3691 |
| From entering class first time | 560 | 664 | 1224 | 391 | 543 | 934 | 362 | 389 | 751 | 284 | 403 | 687 | 1597 | 1993 | 3596 |
| From previously entered...... | 19 | 12 | 31 | 13 | 21 | 34 | 11 | 8 | 19 | 5 | 6 | 11 | 48 | 47 | 95 |
| Per cent of promotions: | | | | | | | | | | | | | | | |
| On number remaining........ | 91.3 | 92.8 | 92.1 | 81.6 | 90.8 | 86.5 | 86.7 | 89.8 | 88.3 | 89.7 | 94.4 | 92.4 | 87.4 | 91.8 | 89.8 |
| On total registration less number leaving for private, parochial or public schools other than Cleveland...... | 77.2 | 79.3 | 78.3 | 66.9 | 78.3 | 73.1 | 74.6 | 80.0 | 77.3 | 81.4 | 88.7 | 85.5 | 74.5 | 80.9 | 77.9 |
| Number non-promotions ........ | 55 | 52 | 107 | 91 | 60 | 151 | 57 | 45 | 102 | 33 | 24 | 57 | 236 | 181 | 417 |
| From entering class first time. | 54 | 52 | 106 | 86 | 56 | 142 | 53 | 44 | 97 | 31 | 23 | 54 | 224 | 175 | 399 |
| From previously entered..... | 1 | 0 | 1 | 5 | 4 | 9 | 4 | 1 | 5 | 2 | 1 | 3 | 12 | 6 | 18 |
| Per cent of non-promotions: | | | | | | | | | | | | | | | |
| On number remaining........ | 8.6 | 7.1 | 7.8 | 18.3 | 9.7 | 18.4 | 13.2 | 10.1 | 11.6 | 10.2 | 5.5 | 7.5 | 12.5 | 8.1 | 10.1 |
| On total registration less number leaving for private, parochial or public schools other than Cleveland...... | 7.3 | 6.1 | 6.6 | 15.0 | 8.3 | 11.4 | 11.4 | 9.0 | 10.2 | 9.2 | 5.2 | 6.9 | 10.6 | 7.1 | 8.8 |

## Table XVIII

### Distribution of Pupils by Studies and Failures in Each

| STUDIES<br>Subjects running more than one year indicated<br>I II III IV | TOTAL ENROLLMENT | | | NUMBER REMAINING | | | FAILURES | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Per cen. on No. Rem'g |
| Latin | 1127 | 1655 | 2782 | 933 | 1442 | 2375 | 140 | 111 | 251 | 10.5 |
| I Latin | 544 | 653 | 1197 | 438 | 541 | 979 | 97 | 69 | 166 | 16.9 |
| II Latin | 332 | 461 | 793 | 273 | 401 | 674 | 29 | 37 | 66 | 9.7 |
| III Latin | 147 | 279 | 426 | 125 | 251 | 376 | 11 | 4 | 15 | 3.9 |
| IV Latin | 104 | 262 | 366 | 97 | 249 | 346 | 3 | 1 | 4 | 1.1 |
| German | 1034 | 1056 | 2090 | 856 | 957 | 1813 | 70 | 34 | 104 | 5.7 |
| I German | 411 | 395 | 806 | 322 | 349 | 671 | 40 | 17 | 57 | 8.4 |
| II German | 249 | 272 | 521 | 200 | 240 | 440 | 23 | 12 | 35 | 7.9 |
| III German | 228 | 201 | 429 | 201 | 185 | 386 | 6 | 4 | 10 | 2.6 |
| IV German | 146 | 188 | 334 | 133 | 183 | 316 | 1 | 1 | 2 | .6 |
| French | 34 | 127 | 161 | 29 | 123 | 152 | 1 | 1 | 2 | 1.3 |
| Greek | 45 | 53 | 98 | 40 | 56 | 96 | 2 | 1 | 3 | 3.1 |
| I Greek | 17 | 25 | 42 | 14 | 20 | 34 | | 1 | 1 | 2.9 |
| II Greek | 14 | 10 | 24 | 12 | 10 | 22 | 1 | | 1 | 4.5 |
| III Greek | 14 | 18 | 32 | 14 | 26 | 40 | 1 | | 1 | 2.5 |
| American History | 104 | 124 | 228 | 84 | 107 | 191 | 7 | 6 | 13 | 6.8 |
| English History | 355 | 481 | 836 | 278 | 410 | 688 | 24 | 28 | 52 | 7.6 |
| Mediaeval & Modern History | 58 | 169 | 227 | 47 | 160 | 207 | 4 | 2 | 6 | 2.8 |
| Ancient History | 453 | 501 | 954 | 394 | 447 | 841 | 21 | 13 | 34 | 4.0 |
| Civics and Economics | 353 | 241 | 594 | 331 | 229 | 560 | 12 | 9 | 21 | 3.7 |
| Oratory | 354 | 374 | 728 | 318 | 350 | 658 | 33 | 9 | 42 | 6.4 |
| English | 2271 | 2553 | 4824 | 1924 | 2269 | 4193 | 129 | 77 | 206 | 4.9 |
| I English | 786 | 839 | 1625 | 653 | 735 | 1388 | 40 | 27 | 67 | 4.8 |
| II English | 554 | 697 | 1251 | 469 | 620 | 1089 | 33 | 20 | 53 | 4.8 |
| III English | 208 | 273 | 481 | 171 | 245 | 416 | 11 | 6 | 17 | 4.0 |
| English (College) | 543 | 528 | 1071 | 481 | 474 | 955 | 24 | 10 | 34 | 3.5 |
| IV English | 175 | 221 | 396 | 150 | 195 | 345 | 21 | 14 | 35 | 10.1 |
| Algebra | 789 | 867 | 1656 | 609 | 716 | 1325 | 94 | 96 | 190 | 14.3 |
| Geometry | 612 | 723 | 1335 | 498 | 600 | 1098 | 82 | 86 | 168 | 15.3 |
| Advanced Mathematics | 370 | 212 | 582 | 345 | 214 | 559 | 14 | 1 | 15 | 2.6 |
| Physics | 459 | 291 | 750 | 391 | 261 | 652 | 31 | 17 | 48 | 7.3 |
| Chemistry | 270 | 35 | 305 | 240 | 34 | 274 | 15 | 2 | 17 | 6.2 |
| Botany | 10 | 187 | 197 | 10 | 179 | 189 | 4 | | 4 | 2.1 |
| Natural History | 15 | 71 | 86 | 11 | 56 | 67 | 1 | 2 | 3 | 4.4 |
| Physiology | 5 | 189 | 194 | 5 | 182 | 187 | 3 | 6 | 9 | 4.8 |
| Physical Geography | 95 | 197 | 292 | 67 | 176 | 243 | 2 | 16 | 18 | 7.4 |
| Manual Training | 701 | 94 | 795 | 605 | 81 | 686 | 38 | 5 | 43 | 6.2 |
| I Manual Training | 375 | 55 | 430 | 319 | 47 | 366 | 22 | 5 | 27 | 7.3 |
| II Manual Training | 326 | 39 | 365 | 286 | 34 | 320 | 16 | | 16 | 5.0 |
| Drawing | 5 | 617 | 622 | 3 | 570 | 573 | | 3 | 3 | .5 |
| I Drawing | 3 | 359 | 362 | 1 | 332 | 333 | | 3 | 3 | .9 |
| II Drawing | 2 | 258 | 260 | 2 | 238 | 240 | | | | |
| Bookkeeping | 296 | 320 | 616 | 233 | 288 | 521 | 12 | 3 | 15 | 2.8 |
| I Bookkeeping | 189 | 164 | 353 | 131 | 134 | 265 | 11 | 2 | 13 | 4.8 |
| II Bookkeeping | 73 | 117 | 190 | 72 | 119 | 191 | 1 | 1 | 2 | 1.0 |
| III Bookkeeping | 34 | 39 | 73 | 30 | 35 | 65 | | | | |
| Com. Geography & Com. Law | 74 | 62 | 136 | 69 | 59 | 128 | 4 | | 4 | 3.1 |
| Stenography & Typewriting | 92 | 103 | 195 | 70 | 90 | 160 | 2 | 1 | 3 | 1.8 |
| I Stenog. & Typewriting | 62 | 54 | 116 | 41 | 44 | 85 | 2 | 1 | 3 | 3.5 |
| II Stenog. & Typewriting | 30 | 49 | 79 | 29 | 46 | 75 | | | | |
| Physical Training | 1312 | 1708 | 3020 | 1150 | 1305 | 2455 | 44 | 118 | 162 | 6.5 |
| I Physical Training | 747 | 970 | 1717 | 644 | 765 | 1409 | 14 | 63 | 77 | 5.4 |
| II Physical Training | 370 | 563 | 933 | 325 | 448 | 773 | 20 | 51 | 71 | 9.1 |
| III Physical Training | 129 | 135 | 264 | 120 | 66 | 186 | 10 | 4 | 14 | 7.5 |
| IV Physical Training | 66 | 40 | 106 | 61 | 26 | 87 | | | | |
| Music | 50 | 170 | 220 | 75 | 161 | 206 | | 6 | 6 | 2.9 |
| Trigonometry | 21 | | 21 | 21 | | 21 | | | | |
| Arts and Crafts | 5 | 86 | 91 | 5 | 69 | 74 | | 8 | 8 | 10.8 |
| I Arts and Crafts | 5 | 50 | 55 | 5 | 39 | 44 | | 6 | 6 | 13.6 |
| II Arts and Crafts | | 36 | 36 | | 30 | 30 | | 2 | 2 | 6.6 |
| Com. Arithmetic | 13 | 19 | 32 | 12 | 18 | 30 | 5 | 2 | 7 | 23.3 |

## Table XVIII

### Distribution of Pupils by Studies and Failures in Each

| STUDIES | TOTAL ENROLLMENT | | | NUMBER REMAINING | | | FAILURES | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Subjects running more than one year indicated<br>I II III IV | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Per cen. on No. Rem'g |
| Latin | 1127 | 1655 | 2782 | 933 | 1442 | 2375 | 140 | 111 | 251 | 10.5 |
| I Latin | 544 | 653 | 1197 | 438 | 541 | 979 | 97 | 69 | 166 | 16.9 |
| II Latin | 332 | 461 | 793 | 273 | 401 | 674 | 29 | 37 | 66 | 9.7 |
| III Latin | 147 | 279 | 426 | 125 | 251 | 376 | 11 | 4 | 15 | 3.9 |
| IV Latin | 104 | 262 | 366 | 97 | 249 | 346 | 3 | 1 | 4 | 1.1 |
| German | 1034 | 1056 | 2090 | 856 | 957 | 1813 | 70 | 34 | 104 | 5.7 |
| I German | 411 | 395 | 806 | 322 | 349 | 671 | 40 | 17 | 57 | 8.4 |
| II German | 249 | 272 | 521 | 200 | 240 | 440 | 23 | 12 | 35 | 7.9 |
| III German | 228 | 201 | 429 | 201 | 185 | 386 | 6 | 4 | 10 | 2.6 |
| IV German | 146 | 188 | 334 | 133 | 183 | 316 | 1 | 1 | 2 | .6 |
| French | 34 | 127 | 161 | 29 | 123 | 152 | 1 | 1 | 2 | 1.3 |
| Greek | 45 | 53 | 98 | 40 | 56 | 96 | 2 | 1 | 3 | 3.1 |
| I Greek | 17 | 25 | 42 | 14 | 20 | 34 | | 1 | 1 | 2.9 |
| II Greek | 14 | 10 | 24 | 12 | 10 | 22 | 1 | | 1 | 4.5 |
| III Greek | 14 | 18 | 32 | 14 | 26 | 40 | 1 | | 1 | 2.5 |
| American History | 104 | 124 | 228 | 84 | 107 | 191 | 7 | 6 | 13 | 6.8 |
| English History | 355 | 481 | 836 | 273 | 410 | 683 | 24 | 28 | 52 | 7.6 |
| Mediaeval & Modern History | 58 | 169 | 227 | 47 | 160 | 207 | 4 | 2 | 6 | 2.8 |
| Ancient History | 453 | 501 | 954 | 394 | 447 | 841 | 21 | 13 | 34 | 4.0 |
| Civics and Economics | 353 | 241 | 594 | 331 | 229 | 560 | 12 | 9 | 21 | 3.7 |
| Oratory | 354 | 374 | 728 | 313 | 350 | 653 | 33 | 9 | 42 | 6.4 |
| English | 2271 | 2553 | 4824 | 1924 | 2269 | 4193 | 129 | 77 | 206 | 4.9 |
| I English | 786 | 839 | 1625 | 653 | 735 | 1388 | 40 | 27 | 67 | 4.8 |
| II English | 554 | 697 | 1251 | 469 | 620 | 1089 | 33 | 20 | 53 | 4.8 |
| III English | 208 | 273 | 481 | 171 | 245 | 416 | 11 | 6 | 17 | 4.0 |
| English (College) | 548 | 523 | 1071 | 481 | 474 | 955 | 24 | 10 | 34 | 3.5 |
| IV English | 175 | 221 | 396 | 150 | 195 | 345 | 21 | 14 | 35 | 10.1 |
| Algebra | 789 | 867 | 1656 | 609 | 716 | 1325 | 94 | 96 | 190 | 14.3 |
| Geometry | 612 | 723 | 1335 | 498 | 600 | 1098 | 82 | 86 | 168 | 15.3 |
| Advanced Mathematics | 370 | 212 | 582 | 345 | 214 | 559 | 14 | 1 | 15 | 2.6 |
| Physics | 459 | 291 | 750 | 391 | 261 | 652 | 31 | 17 | 48 | 7.3 |
| Chemistry | 270 | 35 | 305 | 240 | 34 | 274 | 15 | 2 | 17 | 6.2 |
| Botany | 10 | 187 | 197 | 10 | 179 | 189 | 4 | | 4 | 2.1 |
| Natural History | 15 | 71 | 86 | 11 | 56 | 67 | 1 | 2 | 3 | 4.4 |
| Physiology | 5 | 189 | 194 | 5 | 182 | 187 | 3 | 6 | 9 | 4.8 |
| Physical Geography | 95 | 197 | 292 | 67 | 176 | 243 | 2 | 16 | 18 | 7.4 |
| Manual Training | 701 | 94 | 795 | 605 | 81 | 686 | 38 | 5 | 43 | 6.2 |
| I Manual Training | 375 | 55 | 430 | 319 | 47 | 366 | 22 | 5 | 27 | 7.3 |
| II Manual Training | 326 | 39 | 365 | 286 | 34 | 320 | 16 | | 16 | 5.0 |
| Drawing | 5 | 617 | 622 | 3 | 570 | 573 | | 3 | 3 | .5 |
| I Drawing | 3 | 359 | 362 | 1 | 332 | 333 | | 3 | 3 | .9 |
| II Drawing | 2 | 258 | 260 | 2 | 238 | 240 | | | | |
| Bookkeeping | 296 | 320 | 616 | 233 | 288 | 521 | 12 | 3 | 15 | 2.8 |
| I Bookkeeping | 189 | 164 | 353 | 131 | 134 | 265 | 11 | 2 | 13 | 4.8 |
| II Bookkeeping | 73 | 117 | 190 | 72 | 119 | 191 | 1 | 1 | 2 | 1.0 |
| III Bookkeeping | 34 | 39 | 73 | 30 | 35 | 65 | | | | |
| Com. Geography & Com. Law | 74 | 62 | 136 | 69 | 59 | 128 | 4 | | 4 | 3.1 |
| Stenography & Typewriting | 92 | 103 | 195 | 70 | 90 | 160 | 2 | 1 | 3 | 1.8 |
| I Steno. & Typewriting | 62 | 54 | 116 | 41 | 44 | 85 | 2 | 1 | 3 | 3.5 |
| II Steno. & Typewriting | 30 | 49 | 79 | 29 | 46 | 75 | | | | |
| [illegible] | 1312 | 1708 | 3020 | 1150 | 1305 | 2455 | 44 | 118 | 162 | 6.5 |
| [illegible] | 747 | 970 | 1717 | 644 | 765 | 1409 | 14 | 63 | 77 | 5.4 |
| [illegible] | 370 | 563 | 933 | 325 | 448 | 773 | 20 | 51 | 71 | 9.1 |
| [illegible] | 129 | 135 | 264 | 120 | 66 | 186 | 10 | 4 | 14 | 7.5 |
| [illegible] | 66 | 40 | 106 | 61 | 26 | 87 | | | | |
| [illegible] | 50 | 170 | 220 | 75 | 161 | 206 | | 6 | 6 | 2.9 |
| [illegible] | 21 | | 21 | 21 | | 21 | | | | |
| [illegible] | 5 | 86 | 91 | 5 | 69 | 74 | | 8 | 8 | 10.8 |
| [illegible] | 5 | 50 | 55 | 5 | 39 | 44 | | 6 | 6 | 13.6 |
| [illegible] | | 36 | 36 | | 30 | 30 | | 2 | 2 | 6.6 |
| [illegible] | 13 | 19 | 32 | 12 | 18 | 30 | 5 | 2 | 7 | 23.3 |

## Elementary Schools

# Table XIX

## Enrollment and Attendance

| | Boys | Girls | Total |
|---|---|---|---|
| Total number registered | 30661 | 28922 | (a) 59583 |
| Number leaving | 835 | 830 | 1665 |
| Number withdrawals | 2398 | 1667 | 4065 |
| Number remaining | 27428 | 26425 | 53825 |
| Average daily attendance | 26256.7 | 25021.5 | 51278.2 |

(a) Includes enrollment of all elementary schools other than Boys' School

## Table XXII

### Distribution of Withdrawals by Ages and Grades

| AGE | GRADES | | | | | | | | | | | | | | | | | | | | | | | | Total by Years | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | | | Second | | | Third | | | Fourth | | | Fifth | | | Sixth | | | Seventh | | | Eighth | | | | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 6 years ..... | 255 | 251 | 506 | 5 | 10 | 15 | | | | | | | | | | | | | | | | | | | 260 | 261 | 521 |
| 7 " ..... | 72 | 70 | 142 | 53 | 44 | 97 | 3 | 3 | 6 | | | | | | | | | | | | | | | | 128 | 117 | 245 |
| 8 " ..... | 24 | 37 | 61 | 66 | 46 | 112 | 44 | 51 | 95 | 4 | 5 | 9 | | | | | | | | | | | | | 188 | 139 | 277 |
| 9 " ..... | 7 | 10 | 17 | 30 | 20 | 50 | 47 | 52 | 99 | 18 | 25 | 43 | 4 | 3 | 7 | | | | | | | | | | 106 | 110 | 216 |
| 10 " ..... | 4 | 4 | 8 | 13 | 14 | 27 | 32 | 36 | 68 | 33 | 30 | 63 | 18 | 18 | 36 | 2 | 1 | 3 | 1 | | 1 | | | | 103 | 103 | 206 |
| 11 " ..... | 3 | 2 | 5 | 10 | 4 | 14 | 60 | 14 | 74 | 30 | 20 | 50 | 23 | 24 | 47 | 11 | 9 | 20 | 4 | 3 | 7 | | | | 141 | 76 | 217 |
| 12 " ..... | 1 | 1 | 2 | 9 | 5 | 14 | 22 | 6 | 28 | 121 | 21 | 142 | 23 | 29 | 52 | 25 | 22 | 47 | 17 | 16 | 33 | 3 | 1 | 4 | 221 | 101 | 322 |
| 13 " ..... | 2 | | 2 | | 2 | 2 | 10 | 13 | 23 | 25 | 14 | 39 | 111 | 25 | 136 | 43 | 39 | 82 | 33 | 32 | 65 | 5 | 6 | 11 | 229 | 131 | 360 |
| 14 " ..... | | 2 | 2 | 1 | 3 | 4 | 25 | 16 | 41 | 91 | 51 | 142 | 216 | 98 | 314 | 199 | 113 | 312 | 131 | 115 | 246 | 62 | 75 | 137 | 725 | 473 | 1198 |
| 15 " ..... | 2 | | 2 | 2 | | 2 | 8 | 6 | 14 | 20 | 2 | 22 | 26 | 9 | 35 | 82 | 21 | 103 | 59 | 37 | 96 | 43 | 34 | 77 | 242 | 109 | 351 |
| 16 " ..... | 2 | 1 | 3 | 3 | | 3 | 4 | 1 | 5 | 4 | 1 | 5 | 4 | 2 | 6 | 9 | 6 | 15 | 44 | 10 | 54 | 26 | 18 | 44 | 96 | 39 | 135 |
| 17 " ..... | | | | | 1 | 1 | | | | | | | | | | | | | 1 | 1 | 2 | 4 | 5 | 9 | 5 | 7 | 12 |
| 18 " ..... | | | | | | | | | | 1 | 1 | 2 | | | | | | | 1 | | 1 | 1 | | 1 | 3 | 1 | 4 |
| 19 " ..... | | | | | | | | | | | | | | | | | | | 1 | | 1 | | | | 1 | | 1 |
| 20 " ..... | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total by grades | 372 | 378 | 750 | 192 | 149 | 341 | 255 | 198 | 453 | 347 | 170 | 517 | 425 | 208 | 633 | 371 | 211 | 582 | 292 | 214 | 506 | 144 | 139 | 283 | 2398 | 1667 | 4065 |

# Table XXIII

## Distribution of Withdrawals by Ages and Causes

| CAUSE | AGE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TL. BY CAUSES |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  | 19 |  |  |  |
|  | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Boys | Girls | Total |
| Financial condition of home | 7 | 1 | 3 |  | 2 | 4 | 2 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 12 | 9 | 55 | 46 | 19 | 14 | 2 | 4 |  |  |  |  |  | 106 | 86 | 192 |
| Illness in family | 10 | 9 | 5 | 1 | 3 | 1 | 1 | 4 | 3 | 4 | 1 |  | 4 | 6 | 4 | 16 | 8 | 38 | 1 | 14 |  | 1 |  |  |  | 1 |  | 40 | 95 | 135 |
| Personal illness | 89 | 97 | 22 | 39 | 22 | 26 | 19 | 26 | 13 | 20 | 10 | 20 | 15 | 27 | 12 | 28 | 10 | 48 | 4 | 14 | 2 | 6 |  | 2 |  |  |  | 218 | 348 | 566 |
| Failing eyesight |  | 3 | 1 | 1 |  | 3 | 2 | 2 | 1 |  |  |  | 1 | 1 | 1 | 1 | 3 | 2 |  |  | 1 | 1 |  |  |  |  |  | 10 | 14 | 24 |
| Incapacity | 26 | 23 |  |  | 4 | 1 | 6 | 3 | 2 | 1 | 2 |  | 1 | 1 | 3 | 3 | 9 | 20 | 10 | 8 | 3 | 6 |  |  | 1 |  |  | 67 | 66 | 133 |
| Indifference | 12 | 6 | 5 | 1 |  |  |  |  | 1 |  | 6 | 1 | 2 |  | 9 | 3 | 15 | 21 | 3 | 11 | 5 | 1 |  |  |  |  |  | 58 | 44 | 102 |
| Failing promotion |  |  | 1 |  | 2 |  |  |  |  | 1 |  |  | 5 |  |  |  |  | 1 | 2 |  |  | 1 |  |  |  |  |  | 10 | 3 | 13 |
| Left city | 126 | 128 | 91 | 74 | 103 | 98 | 76 | 77 | 81 | 74 | 115 | 53 | 177 | 59 | 144 | 47 | 96 | 42 | 39 | 14 | 19 | 3 |  | 2 | 1 |  |  | 1068 | 671 | 1739 |
| Work |  |  |  |  |  |  |  | 2 |  | 1 | 2 | 1 | 4 | 3 | 37 | 25 | 521 | 255 | 171 | 41 | 61 | 15 | 4 | 1 |  |  | 1 | 801 | 344 | 1145 |
| Death | 2 | 1 | 3 | 1 | 1 | 2 | 1 |  |  | 1 |  |  |  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |  |  | 9 | 7 | 16 |
| Total by ages | 272 | 268 | 131 | 117 | 137 | 135 | 107 | 115 | 102 | 108 | 137 | 78 | 211 | 100 | 222 | 134 | 717 | 468 | 351 | 116 | 93 | 38 | 4 | 5 | 2 | 1 | 1 | 3387 | 1678 | 5065 |

# Table XXIV

## Distribution of Non-Promotions by Ages and Causes

| CAUSE | AGES 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | TOTAL BY CAUSES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| Irregular attendance | 84 | 86 | 64 | 53 | 27 | 39 | 49 | 42 | 22 | 76 | 52 | 34 | 50 | 79 | 42 | 71 | 41 | 9 | 10 | 14 | 5 | 2 | | | | | 446 | 505 | 951 |
| Physical defects | 19 | 15 | 14 | 7 | 32 | 12 | 25 | 8 | 22 | 13 | 13 | 18 | 15 | 19 | 27 | 12 | 11 | 11 | 8 | 7 | 1 | 1 | | 1 | | | 187 | 124 | 311 |
| Incapacity | 288 | 254 | 216 | 208 | 261 | 243 | 270 | 252 | 251 | 251 | 227 | 227 | 258 | 212 | 255 | 210 | 203 | 159 | 87 | 44 | 24 | 13 | 4 | 1 | | 2 | 2344 | 2076 | 4420 |
| Personal illness | 2 | 1 | 3 | 10 | 5 | 2 | 3 | 4 | 2 | 4 | 1 | 5 | 4 | 7 | | 9 | 7 | 4 | 2 | | | | 2 | | | | 31 | 46 | 77 |
| Indifference | 14 | 14 | 18 | 9 | 47 | 22 | 69 | 27 | 86 | 23 | 88 | 39 | 98 | 30 | 125 | 41 | 79 | 22 | 46 | 12 | 6 | 2 | | | | | 676 | 241 | 917 |
| Entered late | 38 | 32 | 17 | 30 | 14 | 13 | 8 | 3 | 4 | 2 | | 1 | 1 | 1 | 2 | | 4 | 1 | | | | | | | | | 88 | 83 | 171 |
| Foreign | | | | | | | | 1 | 1 | 1 | 1 | | | | 1 | | 1 | 1 | | | | | | | | | 4 | 3 | 7 |
| Smoking | | | | | | | | | | | | | 1 | | 1 | 1 | 1 | 1 | 2 | | | | | | | | 5 | 2 | 7 |
| Change of system | | | | | | | | | | | | | 1 | | | | 1 | | | | | | | | | | 2 | | 2 |
| Total by ages | 445 | 402 | 332 | 317 | 386 | 331 | 424 | 337 | 388 | 370 | 382 | 324 | 428 | 348 | 453 | 344 | 348 | 208 | 155 | 77 | 36 | 18 | 6 | 2 | | 2 | 3783 | 3080 | 6863 |

| AGE | | Eighth | | | Total by Years | | |
|---|---|---|---|---|---|---|---|
| | Boys | Boys | Girls | Total | Boys | Girls | Total |
| 6 years ........ | 436 | | | | 445 | 402 | 847 |
| 7 " ........ | 171 | | | | 332 | 317 | 649 |
| 8 " ........ | 39 | | | | 386 | 331 | 717 |
| 9 " ........ | 12 | | | | 424 | 337 | 761 |
| 10 " ........ | 8 | | | | 388 | 370 | 758 |
| 11 " ........ | 2 | | | | 382 | 324 | 706 |
| 12 " ........ | | 3 | 2 | 5 | 428 | 348 | 776 |
| 13 " ........ | | 30 | 26 | 56 | 453 | 344 | 797 |
| 14 " ........ | | 52 | 26 | 78 | 348 | 208 | 556 |
| 15 " ........ | | 46 | 28 | 74 | 155 | 77 | 232 |
| 16 " ........ | | 22 | 8 | 30 | 36 | 18 | 54 |
| 17 " ........ | | 3 | | 3 | 6 | 2 | 8 |
| 18 " ........ | | | 1 | 1 | | 2 | 2 |
| 19 " ........ | | | | | | | |
| 20 " ........ | | | | | | | |
| Total by grades. | 668 | 56 | 91 | 247 | 3788 | 3080 | 6868 |

## Table XXIV

### Distribution of Non-Promotions by Ages and Causes

|  |  |
|---|---|
| In | [illegible] |
| Ph | [illegible] |
| In | [illegible] |
| Pe | [illegible] |
| In | [illegible] |
| En | [illegible] |
| Fo | [illegible] |
| St | [illegible] |
| C | [illegible] |
| T | [illegible] |

| STUDI | VENTH GRADE |  | EIGHTH GRADE |  |  | TOTAL BY STUDIES |  |  | Per cent. of Fail'res on total Enroll-ment |
|---|---|---|---|---|---|---|---|---|---|
|  | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |  |
| Spelling ........ | 21 | 142 | 43 | 8 | 51 | 1881 | 866 | 2747 | 4.6 |
| Reading ........ | 22 | 92 | 24 | 10 | 34 | 2154 | 1333 | 3487 | 5.8 |
| Writing ........ | 28 | 149 | 66 | 29 | 95 | 1538 | 710 | 2248 | 3.7 |
| Arithmetic ...... | 209 | 506 | 100 | 100 | 200 | 3410 | 2957 | 6367 | 10.6 |
| Geography (4, 5, 6 | 52 | 130 | 16 | 22 | 38 | 1159 | 1043 | 2202 | 7.3 |
| Grammar (6, 7 & | 178 | 522 | 183 | 91 | 274 | 895 | 473 | 1368 | 9.3 |
| Language Lessons | 19 | 48 | 19 | 9 | 28 | 1915 | 1246 | 3161 | 5.3 |
| United States Histo | 138 | 317 | 64 | 66 | 130 | 263 | 223 | 486 | 5.7 |
| Manual Training . | 2 | 5 | 1 | 1 | 2 | 284 | 171 | 455 | .7 |
| Drawing ........ | 25 | 81 | 26 | 23 | 49 | 577 | 393 | 970 | 1.6 |
| Music, Vocal ..... | 6 | 76 | 28 | 7 | 35 | 719 | 223 | 942 | 1.5 |
| Map Drawing (4, 5, | 18 | 51 | 12 | 14 | 26 | 161 | 115 | 276 | .9 |
| Physiology ....... | 9 | 19 | 10 | 8 | 18 | 183 | 137 | 320 | .5 |
| German (4, 5, 6, 7 | 6 | 35 | 11 | 6 | 17 | 210 | 81 | 291 | 2.3 |
| Total Failures, | 783 | 2173 | 603 | 394 | 997 | 15349 | 9971 | 25320 |  |

## Table XXIV

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## lopments of Last D

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### n System as a Whole

### XVII

### achers in all schools andof each

| 1903-1904 | | | 1908-1909 | | Per Cent of In-crease 1909 over 1900 |
|---|---|---|---|---|---|
| al for uction | Per Cent of Total to Each School | Dent Total fotal Instructach bol | Total for Instruction | Per Cent of Total to Each School | |
| 4,575.22 | ..... | 1,350,4. . | 1,797,848.12 | ..... | 93.76 |
| 7,883.55 | 2.92 | 42,696 | 52,599.76 | 2.92 | ·71.25 |
| 5,000.00 | ..... | 5,0. . | 6,000.00 | ..... | ..... |
| 5,500.00 | ..... | 5,7. . | 10,000.00 | ..... | ..... |
| 3,100.00 | ..... | 8,1. . | 8,700.00 | ..... | ..... |
| 1,399.92 | ..... | 1,3. . | 1,500.00 | ..... | ..... |
| 2,500.00 | ..... | 2,5. . | 2,500.00 | ..... | ..... |
| 2,200.00 | ..... | 2,2. . | 4,300.00 | ..... | ..... |
| 2,700.00 | ..... | 2,8. . | 4,100.00 | ..... | ..... |
| 2,200.00 | ..... | 2,2. . | 5,800.00 | ..... | ..... |
| 4,183.63 | ..... | 4,2. . | 4,799.76 | ..... | ..... |
| 4,100.00 | ..... | 8,4. . | 4.900.00 | ..... | ..... |
| 4,400.00 | 1.11 | (a) 15,000 | (a) 15,436.86 | .85 | 95.40 |
| 8,416.47 | 16.87 | (b) 236,038 | (b) 257,299.86 | 19.87 | 171.56 |
| 8,416.47 | 16.87 | 236,020 | 304,090.54 | 16.91 | 131.12 |
| 3,035.32 | 14.91 | 206,376 | 262,517.74 | 14.60 | 121.96 |
| 5,381.15 | 1.96 | 29,643 | 41,572.80 | 2.31 | 212.57 |
| 1,600.00 | ..... | 1,6. . | 2,700.00 | ..... | ..... |
| 7,700.00 | ..... | 7,1. . | 10,700.00 | ..... | ..... |
| 1,381.15 | ..... | 15,1. . | 20,272.80 | ..... | ..... |
| 4,700.00 | ..... | 5,6. . | 7,900.00 | ..... | ..... |
| ....... | ..... | ..... | (g) 53,209.32 | ..... | ..... |
| ....... | ..... | ..... | 1,767.74 | ..... | ..... |
| 5,015.79 | 75.31 | (c)1,004,186 | (c)1,273,144.36 | 70.81 | 72.81 |
| 3,221.38 | 74.40 | (d) 991,122 | (d)1,245,217.32 | 69.26 | 70.82 |
| 4,839.73 | 73.75 | 984,249 | 1,228,980.12 | 68.35 | 69.82 |
| 8,381.65 | .64 | (e) 7,073 | (e) 16,237.20 | .90 | 209.28 |

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cent of the enrollment in all
ver 1900

| 5 | 1905-1906 | | 1906-19 |
|---|---|---|---|
| Total Enrollment in Each School | Total Enrollment | Per cent of Total Enrollment in Each School | Total Enrollment |
| ..... | 73,608 | ..... | 77,255 |
| .39 | 215 | .29 | 194 |
| 6.43 | 4,983 | 6.76 | 5,059 |
| ..... | 4,983 | ..... | 5,059 |
| ..... | ...... | ..... | ...... |
| 81.79 | 59,496 | 80.82 | 59,824 |
| 81.41 | 59,072 | 80.25 | 59,294 |
| .37 | 424 | .57 | 530 |
| ..... | 59 | ..... | 62 |
| ..... | 235 | ..... | 318 |
| ..... | 130 | ..... | 150 |
| ..... | ...... | ..... | ...... |
| 3.45 | 2,656 | 3.60 | 3,240 |
| 5.19 | 4,265 | 5.79 | 5,296 |
| ..... | 544 | ..... | 896 |
| ..... | 3,721 | ..... | 4,400 |
| 2.72 | 1,998 | 2.70 | 3,642 |
| ..... | 278 | ..... | 303 |
| ..... | 540 | ..... | 1,812 |
| ..... | (b)240 | ..... | 856 |
| ..... | (b)300 | ..... | 588 |
| ..... | ...... | ..... | 200 |
| ..... | ...... | ..... | 168 |
| ..... | (b)375 | ..... | 437 |
| ..... | (b)800 | ..... | 1,090 |

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Total Enrollment

.....
.2
6.4
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81.7
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.87
.....
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3.45
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2.72
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of the enrollment in all
900

|  | 1905-1906 |  | 1906-19 |
|---|---|---|---|
|  | Total Enrollment | Per cent of Total Enrollment in Each School | Total Enrollment |
| . | 73,608 | ..... | 77,255 |
| 9 | 215 | .29 | 194 |
| 13 | 4,983 | 6.76 | 5,059 |
| .. | 4,983 | ..... | 5,059 |
| .. | ...... | ..... | ...... |
| 79 | 59,496 | 80.82 | 59,824 |
| 41 | 59,072 | 80.25 | 59,294 |
| 37 | 424 | .57 | 530 |
| ... | 59 | ..... | 62 |
| ... | 235 | ..... | 318 |
| ... | 130 | ..... | 150 |
| ... | ...... | ..... | ...... |
| .45 | 2,656 | 3.60 | 3,240 |
| .19 | 4,265 | 5.79 | 5,296 |
| ... | 544 | ..... | 596 |
| .... | 3,721 | ..... | 4,400 |
| .72 | 1,993 | 2.70 | 3,642 |
| .... | 278 | ..... | 302 |
| .... | 540 | ..... | 1,812 |
| .... | (b)240 | ..... | 856 |
| .... | (b)300 | ..... | 583 |
| .... | ...... | ..... | 200 |
| .... | ...... | ..... | 168 |
| .... | (b)375 | ..... | 437 |
| .... | (b)800 | ..... | 1,090 |

ars 1900-1909, the per cent of inc
9 over 1900

| 1904-1905 | | 1905-1906 | | |
|---|---|---|---|---|
| of Teachers | Per Cent of Total to Each Activity | Whole Number of Teachers | Per Cent of Total to Each Activity | Whole Number |
| 14.60 | ...... | 1894.97 | ...... | 2( |
| 21.0 | 1.20 | 22.0 | 1.16 | |
| 1.0 | ...... | 1.0 | ...... | |
| 2.0 | ...... | 2.0 | ...... | |
| 4.0 | ...... | 4.0 | ...... | |
| 1.0 | ...... | 1.0 | ...... | |
| 1.0 | ...... | 1.0 | ...... | |
| 1.0 | ...... | 2.0 | ...... | |
| 1.0 | ...... | 1.0 | ...... | |
| .... | ...... | 1.0 | ...... | |
| 2.0 | ...... | 2.0 | ...... | |

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## NORMAL SCHOOL

### Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XXX

Shows the cost of instruction in the Normal School, the enrollment, the per capita cost, the number of teachers, the average number of pupils per teacher and the number of graduates, for the years 1900-1909:

| | (a) Cost of instruction normal school | Enrollment normal school | Per capita cost instruction normal school | (b) Number of teachers normal school | Average No. normal school pupils per teacher | Number graduated from normal school |
|---|---|---|---|---|---|---|
| 1899-1900 | $ 7900.00 | 196 | $40.30 | 4.2 | 46.6 | |
| 1900-1901 | 8000.00 | 221 | 36.19 | 4.2 | 52.6 | 99 |
| 1901-1902 | 11250.00 | 292 | 38.52 | 6.2 | 47.0 | 119 |
| 1902-1903 | 13000.00 | 278 | 46.76 | 7.2 | 38.6 | 128 |
| 1903-1904 | 14400.00 | 312 | 46.15 | 8.2 | 38.0 | 134 |
| 1904-1905 | 15000.00 | 272 | 55.14 | 8.2 | 33.1 | 141 |
| 1905-1906 | 15600.00 | 215 | 72.55 | 8.2 | 26.2 | 96 |
| 1906-1907 | 15742.10 | 194 | 81.14 | 8.2 | 23.6 | 95 |
| 1907-1908 | 16700.00 | 184 | 90.76 | 8.2 | 22.4 | 97 |
| 1908-1909 | 15436.86 | 216 | 71.46 | 8.45 | 25.5 | 85 |

(a) Includes salary of principal, but exclusive of practice facilities
(b) Exclusive of training teachers

## ACADEMIC HIGH SCHOOLS

### Cost all Types of Instruction

### Table XXXI

Shows the cost of instruction in day academic high schools for each of the years 1900-1909, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1909 over 1900:

| | (a) Cost of all types of instruction day academic high schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1899-1900 | $131571.00 | | | |
| 1900-1901 | 163566.10 | $31995.10 | 24.31% | |
| 1901-1902 | 177052.54 | 13486.44 | 8.24 | |
| 1902-1903 | 194164.55 | 17112.01 | 9.66 | |
| 1903-1904 | 218416.47 | 24251.92 | 12.48 | |
| 1904-1905 | 236015.60 | 17599.13 | 8.05 | |
| 1905-1906 | 276443.20 | 40427.60 | 17.12 | |
| 1906-1907 | 287401.52 | 10958.32 | 3.96 | |
| 1907-1908 | 302666.18 | 15264.66 | 5.31 | |
| 1908-1909 | 304090.54 | 1424.36 | .46 | 131.12 |

(a) Includes salary of principals

## Cost Regular and Special Instruction

## Table XXXII

Shows cost of all types of day academic high school instruction, the cost of regular day academic high school instruction, the per cent of the cost of all types of day academic high school instruction expended on regular instruction, also the cost of special day academic high school instruction and the per cent of the cost all types expended on special instruction, for the years 1900-1909:

| | Cost all types instruction day academic high schools | (a) Cost regular instruction day academic high schools | Per cent all types of instruction day academic H.S. expended on regular instruction | (b) Cost special instruction day academic high schools | Per cent cost of all types of instruction expended on special instruction |
|---|---|---|---|---|---|
| 1899-1900 | $131,571.00 | $118,271.00 | 89.89 | $13,300.00 | 10.11 |
| 1900-1901 | 163,566.10 | 147,976.05 | 90.46 | 15,590.05 | 9.54 |
| 1901-1902 | 177,052.54 | 160,352.54 | 90.56 | 16,700.00 | 9.44 |
| 1902-1903 | 194,164.55 | 174,733.40 | 89.99 | 19,431.15 | 10.01 |
| 1903-1904 | 218,416.47 | 193,035.32 | 88.37 | 25,381.15 | 11.63 |
| 1904-1905 | 236,015.60 | 206,330.29 | 87.42 | 29,685.31 | 12.58 |
| 1905-1906 | 276,443.20 | 241,272.24 | 87.27 | 35,170.96 | 12.73 |
| 1906-1907 | 287,401.52 | 248,914.77 | 86.60 | 38,486.75 | 13.40 |
| 1907-1908 | 302,666.18 | 262,125.50 | 86.60 | 40,540.68 | 13.40 |
| 1908-1909 | 304,090.54 | 262,517.74 | 86.32 | 41,572.80 | 13.68 |

(a) Includes salary of principals and cost of all day academic high school instruction other than music, drawing and applied arts, manual training and physical training

(b) Includes music, drawing and applied arts, manual training, and physical training only

## Enrollment by Years

### Table XXXIII

Shows the enrollment in day academic high schools for each of the years 1900-1909, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1909 over 1900:

| | (a) Enrollment academic high schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1899-1900 | 3444 | | | |
| 1900-1901 | 3575 | 131 | 3.80% | |
| 1901-1902 | 3582 | 7 | .19 | |
| 1902-1903 | 3788 | 206 | 5.75 | |
| 1903-1904 | 4124 | 336 | 8.87 | |
| 1904-1905 | 4480 | 356 | 8.63 | |
| 1905-1906 | 4983 | (b)503 | 11.22 | |
| 1906-1907 | 5059 | 76 | 1.52 | |
| 1907-1908 | 4989 | 70 (Decrease) | 1.38 (Decrease) | |
| 1908-1909 | 4787 | 202 (Decrease) | 4.04 (Decrease) | 38.99 |

(a) Exclusive of transfers
(b) Glenville admitted

## Enrollment by Classes

### Table XXXIV

Shows the enrollment in day academic high schools, the enrollment in each class, and the number graduated for the years 1900-1909:

| | Enrollment academic high schools | YEAR | | | | Number graduated |
|---|---|---|---|---|---|---|
| | | First | Second | Third | Fourth | |
| 1899-1900 | a3460 | 1515 | 941 | 536 | 468 | 435 |
| 1900-1901 | a3589 | 1512 | 996 | 604 | 477 | 403 |
| 1901-1902 | a3595 | 1437 | 990 | 638 | 530 | 478 |
| 1902-1903 | a3796 | 1584 | 932 | 714 | 565 | 485 |
| 1903-1904 | a4124 | 1716 | 1056 | 727 | 625 | 514 |
| 1904-1905 | a4491 | 1741 | 1251 | 851 | 648 | 515 |
| 1905-1906 | a5001 | 2074 | 1277 | 932 | 717 | 559 |
| 1906-1907 | a5070 | 2056 | 1334 | 928 | 752 | 591 |
| 1907-1908 | a5005 | 1903 | 1426 | 936 | 740 | 611 |
| 1908-1909 | b4787 | 1626 | 1333 | 1007 | 821 | 671 |

(a) Includes transfers
(b) Exclusive of transfers

## Enrollment: Per cent in Each Class

### Table XXXV

Shows per cent of the enrollment of the day academic high schools in each class for the years 1900-1909:

| | YEAR | | | |
|---|---|---|---|---|
| | First | Second | Third | Fourth |
| 1899-1900 | a43.78 | 27.19 | 15.49 | 13.52 |
| 1900-1901 | a42.12 | 27.75 | 16.82 | 13.29 |
| 1901-1902 | a39.97 | 27.53 | 17.74 | 14.74 |
| 1902-1903 | a41.72 | 24.57 | 18.80 | 14.88 |
| 1903-1904 | a41.61 | 25.60 | 17.63 | 15.15 |
| 1904-1905 | a38.76 | 27.85 | 18.94 | 14.42 |
| 1905-1906 | a41.47 | 25.53 | 18.65 | 14.33 |
| 1906-1907 | a40.55 | 26.31 | 18.30 | 14.83 |
| 1907-1908 | a38.03 | 28.49 | 18.70 | 14.78 |
| 1908-1909 | b33.96 | 27.84 | 21.03 | 17.15 |

(a) Based on enrollment including transfers
(b) Based on enrollment excluding transfers
(c) Normal per cent in each class 25

## Graduates

### Table XXXVI

Shows the number graduated from the day academic high schools for each of the years 1900-1909, the increase and the per cent of increase of each year over the preceding one, also the enrollment for each of these years and the per cent of the enrollment graduated:

| | Number graduated from day academic high schools | Increase over preceding year | Per cent of increase over preceding year | Number enrolled in day academic high schools (a) | Per cent of enrollment graduated |
|---|---|---|---|---|---|
| 1899-1900 | 435 | | | 3444 | 12.63 |
| 1900-1901 | 403 | 32 (Decrease) | 7.35 (Decrease) | 3575 | 11.27 |
| 1901-1902 | 478 | 75 | 18.61 | 3582 | 13.34 |
| 1902-1903 | 485 | 7 | 1.46 | 3788 | 12.80 |
| 1903-1904 | 514 | 29 | 5.97 | 4124 | 12.46 |
| 1904-1905 | 515 | 1 | .19 | 4480 | 11.49 |
| 1905-1906 | 559 | 44 | 8.54 | 4988 | 11.21 |
| 1906-1907 | 591 | 32 | 5.72 | 5059 | 11.68 |
| 1907-1908 | 611 | 20 | 3.38 | 4989 | 12.24 |
| 1908-1909 | 671 | 60 | 9.81 | 4787 | 14.01 |

(a) Exclusive of transfers

## Per Capita Cost All Types of Instruction

## Table XXXVII

Shows cost of all types of instruction in day academic high schools for each of the years 1900-1909, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1909 over 1900:

| | (a)Cost of all types instruction day academic high schools | Enrollment day academic high schools | Per capita cost of all types instruction day academic high schools | Increase in per capita cost over preceding year | Per cent of increase in per capita cost over preceding year | Per cent of increase in per capita cost 1909 over 1900 |
|---|---|---|---|---|---|---|
| 1899-1900 | $131571.00 | (b)3444 | $38.20 | | | |
| 1900-1901 | 168566.10 | 3575 | 45.75 | $7.55 | 19.76% | |
| 1901-1902 | 177052.54 | 3582 | 49.42 | 3.67 | 8.02 | |
| 1902-1903 | 194164.55 | 3788 | 51.25 | 1.83 | 3.70 | |
| 1903-1904 | 218416.47 | 4124 | 52.96 | 1.71 | 3.33 | |
| 1904-1905 | 236015.60 | 4480 | 52.68 | .28(decrease) | .52(decrease) | |
| 1905-1906 | 276443.20 | 4983 | 55.47 | 2.79 | 5.29 | |
| 1906-1907 | 287401.52 | 5059 | 56.80 | 1.33 | 2.39 | |
| 1907-1908 | 302666.18 | 4989 | 60.66 | 3.86 | 6.79 | |
| 1908-1909 | 304090.54 | 4787 | 63.52 | 2.86 | 4.71 | 66.28 |

(a) Includes salary of principals and cost of all types of academic high school instruction
(b) Exclusive of transfers

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## Per Capita Cost Regular and Special Instruction

### Table XXXVIII

Shows enrollment of day academic high schools, the cost of regular instruction in day academic high schools, and the per capita cost of regular instruction; it also shows the cost of special instruction in day academic high schools, the per capita cost of special instruction, and the per capita cost of all types of instruction in day academic high schools, for the years 1900-1909:

| | (a) Enrollment day academic high schools | (b) Cost regular instruction day academic high schools | (c) Per capita cost regular instruction day academic high schools | (b)Cost special instruction day academic high schools | (b)Per capita cost special instruction day academic high schools | Per capita cost all types instruction day academic high schools |
|---|---|---|---|---|---|---|
| 1899-1900 | 3444 | $118271.00 | $34.34 | $13300.00 | $3.86 | $38.20 |
| 1900-1901 | 3575 | 147976.05 | 41.39 | 15590.05 | 4.36 | 45.75 |
| 1901-1902 | 3582 | 160352.54 | 44.76 | 16700.00 | 4.66 | 49.42 |
| 1902-1903 | 3788 | 174738.40 | 46.12 | 19431.15 | 5.13 | 51.25 |
| 1903-1904 | 4124 | 193085.32 | 46.80 | 25381.15 | 6.16 | 52.96 |
| 1904-1905 | 4480 | 206330.29 | 46.05 | 29685.31 | 6.63 | 52.68 |
| 1905-1906 | 4983 | 241272.24 | 48.41 | 35170.96 | 7.06 | 55.47 |
| 1906-1907 | 5059 | 248914.77 | 49.20 | 38486.75 | 7.60 | 56.80 |
| 1907-1908 | 4989 | 262125.50 | 52.54 | 40540.68 | 8.12 | 60.66 |
| 1908-1909 | 4787 | 262517.74 | 54.83 | 41572.80 | 8.69 | 63.52 |

(a) Exclusive of transfers

(b) Includes salaries of principals and cost of all instruction other than music, drawing, and applied arts, manual training and physical training

(c) Includes cost of instruction in music, drawing, and applied arts, manual training and physical training only

## Teachers: Regular and Special

### Table XXXIX

Shows number regular whole time teachers day academic high schools, number of whole time special teachers, total number of whole time teachers day academic high schools, and the per cent of the total number of whole time teachers that are special teachers, for the years 1900-1909:

| | (a)Number whole time regular teachers day academic high schools | Number whole time special teachers day academic high schools | | | | | Total number whole time teachers day academic high schools | Per cent total number teachers day academic high schools special teachers |
|---|---|---|---|---|---|---|---|---|
| | | Music teachers | Drawing teachers | Manual training teachers | Physical training teachers | Total number whole time special teachers | | |
| 1899-1900 | 96.00 | 0 | 4 | 8 | 0 | 12.00 | 108.00 | 11.11 |
| 1900-1901 | 108.00 | 0 | 6 | 8 | 0 | 14.00 | 122.00 | 11.47 |
| 1901-1902 | 114.97 | .75 | 6 | 7 | 0 | 13.75 | 128.72 | 10.68 |
| 1902-1903 | 123.42 | 1 | 6 | 8 | 1 | 16.00 | 139.42 | 11.47 |
| 1903-1904 | 133.25 | 1 | 6 | 9 | 4 | 20.00 | 153.25 | 13.05 |
| 1904-1905 | 147.40 | 1 | 6 | 13 | 6 | 26.00 | 173.40 | 14.98 |
| 1905-1906 | 164.57 | 1 | 6 | 15 | 7 | 29.00 | 193.57 | 14.97 |
| 1906-1907 | 163.72 | 1 | 7 | 17.2 | 7 | 32.20 | 195.92 | 16.43 |
| 1907-1908 | 169.10 | 2 | 6 | 17.4 | 7 | 32.40 | 201.50 | 16.07 |
| 1908-1909 | 167.05 | 2 | 10 | 13.9 | 7.5 | 33.40 | 200.45 | 16.66 |

(a) Includes all teachers other than those of music, drawing and applied arts, manual training and physical training.

## Teachers: According to Board Rule Count

### Table XL

Shows the number of whole time day academic high school teachers and number according to Board Rule for each of the years 1900-1909, the increase of whole time teachers and of the number according to Board Rule, over the preceding year, the per cent of increase over the preceding year of whole time teachers and of the number according to Board Rule; also the per cent increase of whole time teachers and of number according to Board rule 1909 over 1900:

| | Number Academic High School Teachers | | Increase Academic High School Teachers | | Per cent of Increase 1909 over 1900 | |
|---|---|---|---|---|---|---|
| | Whole time teachers | (a) Number according to Board Rule | Whole time teachers | (a) Number according to Board Rule | Whole time teachers | (a) Number according to Board Rule |
| 1899-1900 | 108.00 | 102.00 | | | | |
| 1900-1901 | 122.00 | 115.00 | 14 | 13 | 12.96% | 12.74% |
| 1901-1902 | 128.72 | 122.22 | 6.72 | 7.22 | 5.50 | 6.27 |
| 1902-1903 | 139.42 | 131.92 | 10.70 | 9.70 | 8.31 | 7.93 |
| 1903-1904 | 153.25 | 145.75 | 13.83 | 13.83 | 9.91 | 10.48 |
| 1904-1905 | 173.40 | 163.90 | 20.15 | 18.15 | 13.14 | 12.45 |
| 1905-1906 | 193.57 | 183.07 | 20.17 | 19.17 | 11.63 | 11.69 |
| 1906-1907 | 195.92 | 183.82 | 2.35 | .75 | 1.21 | .40 |
| 1907-1908 | 201.50 | 189.80 | 5.58 | 5.98 | 2.84 | 3.25 |
| 1908-1909 | 200.45 | 188.50 | 1.05(decrease) | 1.30(decrease) | .52(decrease) | .68(decrease) |

(a) "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one" Principal excluded

## Pupils Per Teacher Board Rule Count

## Table XLI

Shows enrollment in day academic high schools for each of the years 1900-1909, the number of teachers according to Board Rule count, the average number of pupils per teacher, the decrease, and the per cent of decrease in number of pupils per teacher, also the per cent of decrease in the number of pupils per teacher 1909 over 1900:

| | (a) Enrollment academic high schools | (b) Teachers academic high schools | Average number pupils per teacher | Decrease in number pupils per teacher | Per cent of decrease in number pupils per teacher | Per cent of decrease in number pupils per teacher 1909 over 1900 |
|---|---|---|---|---|---|---|
| 1899-1900 | 3444 | 102.00 | 33.76 | | | |
| 1900-1901 | 3575 | 115.00 | 31.08 | 2.68 | 7.93 | |
| 1901-1902 | 3582 | 122.22 | 29.30 | 1.78 | 5.72 | |
| 1902-1903 | 3788 | 131.92 | 28.71 | .59 | 2.01 | |
| 1903-1904 | 4124 | 145.75 | 28.29 | .42 | 1.46 | |
| 1904-1905 | 4480 | 163.90 | 27.33 | .96 | 3.39 | |
| 1905-1906 | 4983 | 183.07 | 27.21 | .12 | .43 | |
| 1906-1907 | 5059 | 183.83 | 27.52 | .31 (increase) | 1.18 (increase) | |
| 1907-1908 | 4989 | 189.80 | 26.28 | 1.24 | 4.50 | |
| 1908-1909 | 4787 | 188.50 | 25.39 | .89 | 3.38 | 24.79 |

(a) Exclusive of transfers.

(b) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

## Excess Teachers and Approximate Excess Cost

### Table XLII

Shows enrollment in day academic high schools, number teachers employed when determined by Board Rule count, number teachers allowed according to Board Rule, excess number employed, average salary of teachers and approximate excess cost of instruction, for the years 1900-1909:

| | (a) Number teachers employed | (a) Number teachers allowed | Excess number teachers employed | (b) Average salary of teachers | Approximate excess cost of instruction |
|---|---|---|---|---|---|
| 1899-1900 | 102.00 | 114.80 | 12.80 (under number) | $1289.91 | $16510.84 (under cost) |
| 1900-1901 | 115.00 | 119.16 | 4.16 (under number) | 1422.81 | 5916.80 (under cost) |
| 1901-1902 | 122.22 | 119.40 | 2.82 | 1448.63 | 4085.13 |
| 1902-1903 | 131.92 | 126.26 | 5.66 | 1471.83 | 8330.55 |
| 1903-1904 | 145.75 | 137.46 | 8.29 | 1498.56 | 12423.06 |
| 1904-1905 | 163.90 | 149.33 | 14.57 | 1439.99 | 20980.65 |
| 1905-1906 | 183.07 | 166.10 | 16.97 | 1510.04 | 25625.37 |
| 1906-1907 | 183.82 | 168.63 | 15.19 | 1563.49 | 23749.41 |
| 1907-1908 | 189.80 | 166.30 | 23.50 | 1594.65 | 37474.27 |
| 1908-1909 | 188.50 | 159.56 | 28.94 | 1613.21 | 46686.29 |

(a) "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included

(b) Principals salary included also

## (a) Music: Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLIII

Shows the cost of music instruction in the day academic high schools, the enrollment in music, the per capita cost of music instruction, the number of music teachers, and the average number of pupils per teacher for the years 1903-1909:

| | Cost of instruction in music day academic high schools | Enrollment in music day academic high schools | Per capita cost of music instruction | Number of music teachers day academic high schools | Number pupils per music teacher day academic high schools |
|---|---|---|---|---|---|
| 1902-1903 | $1500.00 | | | 1 | |
| 1903-1904 | 1600.00 | | | 1 | |
| 1904-1905 | 1600.00 | | | 1 | |
| 1905-1906 | 1700.00 | | | 1 | |
| 1906-1907 | 1800.00 | | | 1 | |
| 1907-1908 | 2600.00 | | | 2 | |
| 1908-1909 | 2700.00 | | | 2 | |

(a) Special music teachers were first employed January 1, 1903

## Drawing and Applied Arts: Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLIV

Shows cost of instruction in drawing in day academic high schools, the enrollment in drawing classes, per capita cost of drawing instruction, number of drawing teachers, and average number of pupils per teacher, for the years 1900-1909:

| | Cost of instruction in drawing academic high schools | Enrollment in drawing classes academic high schools | Per capita cost of drawing instruction | Number of drawing teachers academic high schools | Number pupils per drawing teacher academic high schools |
|---|---|---|---|---|---|
| 1899-1900 | $4100.00 | | | 4 | |
| 1900-1901 | 6400.00 | | | 6 | |
| 1901-1902 | 7000.00 | | | 6 | |
| 1902-1903 | 7400.00 | | | 6 | |
| 1903-1904 | 7700.00 | | | 6 | |
| 1904-1905 | (a)7200.00 | 1091 | $6.59 | 6 | 181.83 |
| 1905-1906 | (a)8000.00 | 1325 | 6.03 | 6 | 220.83 |
| 1906-1907 | (a) 8900.00 | 1383 | 6.43 | 7 | 197.57 |
| 1907-1908 | (b)7500.00 | 570 | 13.15 | 6 | 95.00 |
| 1908-1909 | (b)10700.00 | 764 | 14.00 | 10 | 76.40 |

(a) Comprised two single periods per week
(b) Comprised four double periods per week

## Manual Training:
## Cost of Instruction, Enrollment, Per Capita Cost, etc.
### Table XLV

Shows cost of instruction in manual training in day academic high schools, the enrollment in manual training, per capita cost of manual training instruction, number of manual training teachers, and the average number of pupils per teacher, for the years 1900-1909:

|  | Cost of instruction manual training academic high schools | Enrollment manual training academic high schools | Per capita cost of manual training instruction | Number manual training teachers academic high schools | Number pupils per manual training teacher academic high schools |
|---|---|---|---|---|---|
| **1899-1900** | **$ 9200.00** | **308** | **$29.87** | **8** | **38.50** |
| **1900-1901** | **9190.05** | **332** | **27.68** | **8** | **41.50** |
| **1901-1902** | **8700.00** | **397** | **21.91** | **7** | **56.71** |
| **1902-1903** | **9531.15** | **494** | **19.29** | **8** | **61.75** |
| **1903-1904** | **11381.15** | **527** | **21.59** | **9** | **58.55** |
| **1904-1905** | **15248.35** | **995** | **15.32** | **13** | **76.53** |
| **1905-1906** | **18120.96** | **1175** | **15.42** | **15** | **78.33** |
| **1906-1907** | **20436.75** | **1211** | **16.87** | **17.2** | **70.40** |
| **1907-1908** | **22890.68** | **1246** | **18.37** | **17.4** | **71.60** |
| **1908-1909** | **20272.80** | **795** | **25.50** | **13.9** | **57.19** |

## Physical Training:
## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLVI

Shows cost of instruction in physical training in day academic high schools, enrollment in physical training, per capita cost of physical training instruction, number of physical training teachers, and the average number of pupils per teacher, for the years 1904-1909:

| | Cost of instruction physical training academic high schools | Enrollment physical training academic high schools | Per capita cost of physical training instruction | Number physical training teachers academic high schools | Number pupils per physical tr. teacher academic high schools |
|---|---|---|---|---|---|
| 1903-1904 | $4700.00 | | | 4 | |
| 1904-1905 | 5636.96 | 2367 | $2.38 | 6 | 394.50 |
| 1905-1906 | 7350.00 | 3383 | 2.17 | 7 | 483.28 |
| 1906-1907 | 7350.00 | 3587 | 2.04 | 7 | 512.42 |
| 1907-1908 | 7550.00 | 3519 | 2.14 | 7 | 502.71 |
| 1908-1909 | 7900.00 | 3168 | 2.49 | 7.5 | 422.40 |

(a) Special teachers of physical training were first employed during the school year 1902-3

# DAY ELEMENTARY SCHOOLS

## Cost of Instruction All Day Elementary Schools

## Table XLVII

**Shows cost of instruction** in all day elementary schools, cost of regular day elementary school instruction, per cent cost of instruction all day elementary schools expended on instruction in regular day elementary schools; it also shows cost of instruction in all special day elementary schools and the per cent of the cost of instruction all day elementary schools expended on instruction in special elementary schools, for the years 1900-1909:

| | (a) Cost instruction all day elementary schools | (b) Cost instruction regular day elementary schools | Per cent cost of instruction all day elementary schools expended on instruction reg. day elementary schools | (c) Cost Instruction Special Day Elementary Schools | | | | | Per cent cost instruction all day elementary schools expended on instruction special day elementary schools |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Cost instruction deaf school | Cost instruction boys' school | Cost instruction special schools, (Defective) | Cost instruction school for cripples | Total cost special instruction | |
| 1899-1900 | $736691.17 | $728932.42 | 98.94 | $4258.75 | $3500.00 | $ 00.00 | $ 00.00 | $7758.75 | 1.06 |
| 1900-1901 | 758449.48 | 748729.53 | 98.70 | 5591.03 | 4128.92 | 00.00 | 00.00 | 9719.95 | 1.30 |
| 1901-1902 | 881655.81 | 869983.34 | 98.67 | 6294.76 | 5377.71 | 00.00 | 00.00 | 11672.47 | 1.33 |
| 1902-1903 | 908983.51 | 897515.79 | 98.73 | 6541.28 | 4926.44 | 00.00 | 00.00 | 11467.72 | 1.27 |
| 1903-1904 | 975015.79 | 963221.38 | 98.79 | 6599.93 | 5194.48 | 00.00 | 00.00 | 11794.41 | 1.21 |
| 1904-1905 | 1004104.70 | 991968.86 | 98.79 | 6595.98 | 3988.64 | 1551.22 | 00.00 | 12135.84 | 1.21 |
| 1905-1906 | 1065354.18 | 1049276.31 | 98.49 | 5479.02 | 4419.50 | 6179.35 | 00.00 | 16077.87 | 1.51 |
| 1906-1907 | 1152584.48 | 1131183.11 | 98.14 | 7096.53 | 5679.22 | 8625.62 | 00.00 | 21401.37 | 1.86 |
| 1907-1908 | 1208266.99 | 1184313.26 | 98.01 | 7440.31 | 6616.11 | 9488.09 | 409.22 | 23953.73 | 1.99 |
| 1908-1909 | 1273144.36 | 1245217.32 | 97.80 | 8696.31 | 8751.92 | 9928.81 | 550.00 | 27927.04 | 2.20 |

(a) Includes salary of principals and cost of instruction in all types of day elementary schools

(b) Includes principals' salary and cost of all day elementary school instruction except salary of principal and cost of instruction in Deaf School, Boys' School, special schools and School for Cripples.

(c) Includes cost of instruction in Deaf School, Boys' School, special schools and School for Cripples only

## Enrollment All Day Elementary Schools

## Table XLVIII

Shows enrollment in all day elementary schools, the enrollment in the regular day elementary schools, and the per cent of the enrollment in all day elementary schools enrolled in regular day elementary schools; it shows also the enrollment in all special day elementary schools and the per cent of the enrollment in all day elementary schools enrolled in special day elementary schools, for the years 1900-1909:

| | (a)Enrollment all day elementary schools | (b)Enrollment regular day elementary schools | Per cent of enrollment all day elementary schools enrolled in regular day elementary schools | Enrollment Special Day Elementary Schools | | | | | Per cent enrollment of all day elementary schools enrolled in special day elementary schools |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Enrollment deaf school | Enrollment boys' school | Enrollment special schools (Defective) | Enrollment school for cripples | Enrollment all special schools | |
| 1899-1900 | 51288 | 51090 | 99.61% | 65 | 133 | | | 198 | .39 |
| 1900-1901 | 52271 | 52051 | 99.57 | 55 | 165 | | | 220 | .42 |
| 1901-1902 | 53110 | 52870 | 99.54 | 61 | 179 | | | 240 | .46 |
| 1902-1903 | 54291 | 54118 | 99.68 | 51 | 122 | | | 173 | .32 |
| 1903-1904 | 55627 | 55430 | 99.64 | 44 | 153 | | | 197 | .36 |
| 1904-1905 | 56981 | 56718 | 99.53 | 43 | 162 | 58 | | 263 | .47 |
| 1905-1906 | 59496 | 59072 | 99.28 | 59 | 235 | 130 | | 424 | .72 |
| 1906-1907 | 59824 | 59294 | 99.11 | 62 | 318 | 150 | | 530 | .89 |
| 1907-1908 | 60062 | 58967 | 98.17 | 76 | 798 | 213 | 8 | 1095 | 1.82 |
| 1908-1909 | 60197 | 59285 | 98.48 | 79 | 614 | 210 | 9 | 912 | 1.52 |

(a) Exclusive of transfers
(b) Exclusive of transfers, but includes enrollment of backward schools

## Teachers All Day Elementary Schools

## Table XLIX

Shows number teachers in all day elementary schools, number in regular day elementary schools, the per cent of teachers in all day elementary schools in regular day elementary schools; it shows also the number of teachers in special day elementary schools and the per cent of teachers in all day elementary schools in special day elementary schools, for the years 1900-1909:

|  | Number teachers all day elementary schools | (a) Number teachers regular day elementary schools | Per cent teachers all day elementary school in regular day elementary schools | (b) Number Teachers in Special Day Elementary Schools |  |  |  |  |  | Per cent teachers in all day elementary schools in special day elementary schools |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | Teachers in deaf school | Teachers in boys' school | Teachers special schools (Defective) | Teachers backward schools | Teachers school for cripples | Number teachers all special day elementary schools |  |
| 1899-1900 | 1104.40 | 1095.40 | 99.18% | 6 | 3 | 0 | 0 | 0 | 9 | .82 |
| 1900-1901 | 1131.16 | 1121.50 | 99.14 | 6 | 3.66 | 0 | 0 | 0 | 9.66 | .86 |
| 1901-1902 | 1146.10 | 1134.60 | 98.99 | 7 | 4.5 | 0 | 0 | 0 | 11.50 | 1.01 |
| 1902-1903 | 1234.00 | 1223.00 | 99.10 | 7 | 4 | 0 | 0 | 0 | 11.00 | .90 |
| 1903-1904 | 1243.00 | 1232.00 | 99.11 | 7 | 4 | 0 | 0 | 0 | 11.00 | .89 |
| 1904-1905 | 1304.00 | 1290.00 | 98.93 | 7 | 3 | 4 | 0 | 0 | 14.00 | 1.08 |
| 1905-1906 | 1395.20 | 1378.20 | 98.78 | 6 | 3 | 8 | 0 | 0 | 17.00 | 1.22 |
| 1906-1907 | 1428.00 | 1403.00 | 98.24 | 7 | 5 | 10 | 3 | 0 | 25.00 | 1.76 |
| 1907-1908 | 1510.66 | 1471.00 | 97.37 | 9 | 6.66 | 12 | 11 | 1 | 39.66 | 2.63 |
| 1908-1909 | 1563.00 | 1514.70 | 96.90 | 3 | 8 | 18 | 16 | 1 | 48.30 | 3.10 |

(a) Includes teachers in all day elementary schools except those in Deaf School, Boys' School, special school (Defective), backward schools, and School for Cripples

(b) Includes teachers in Deaf School, Boys' School, special schools (Defective), backward schools and School for Cripples only

## Regular Day Elementary School

### Cost of Instruction

### Table L

Shows the cost of instruction in regular day elementary schools for the years 1900-1909, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1909 over 1900:

| | (a)Cost of instruction regular day elementary schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1899-1900 | $ 728932.42 | | | |
| 1900-1901 | 743729.53 | $ 14797.11 | 2.02 | |
| 1901-1902 | 869983.34 | 126253.81 | 16.97 | |
| 1902-1903 | 897515.79 | 27532.45 | 3.16 | |
| 1903-1904 | 963221.38 | 65705.59 | 7.32 | |
| 1904-1905 | 991968.86 | 28747.48 | 2.98 | |
| 1905-1906 | 1049276.31 | 57307.45 | 5.77 | |
| 1906-1907 | 1131183.11 | 81906.80 | 7.80 | |
| 1907-1908 | 1184313.26 | 53130.15 | 4.69 | |
| 1908-1908 | 1245217.32 | 60904.06 | 5.14 | 70.82 |

(a) Includes salary of principals, also cost of German, manual training, cooking, and of backward schools

## Enrollment by Years

### Table LI

Shows the enrollment in the regular day elementary schools for the years 1900-1909, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1909 over 1900:

| | (a) Enrollment in regular day elementary schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1899-1900 | 51090 | | | |
| 1900-1901 | 52051 | 961 | 1.88 | |
| 1901-1902 | 52870 | 819 | 1.57 | |
| 1902-1903 | 54118 | 1248 | 2.36 | |
| 1903-1904 | 55430 | 1312 | 2.42 | |
| 1904-1905 | 56718 | 1288 | 2.32 | |
| 1905-1906 | 59072 | 2354 | 4.15 | |
| 1906-1907 | 59294 | 222 | .37 | |
| 1907-1908 | 58967 | 327 (decrease) | .55 (decrease) | |
| 1908-1909 | 59285 | 318 | .53 | 16.02 |

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools

## Enrollment by Grades

### Table LII

Shows enrollment in each grade of the day elementary schools and enrollment in all grades for the years 1900-1909:

| | GRADE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Total |
| 1899-1900 | a12516 | 8581 | 8164 | 7782 | 6454 | 4849 | 3548 | 2555 | 54449 |
| 1900-1901 | a12619 | 8653 | 8590 | 8108 | 6522 | 5273 | 3588 | 2472 | 55825 |
| 1901-1902 | a12860 | 8558 | 8763 | 8357 | 6671 | 5108 | 3837 | 2519 | 56673 |
| 1902-1903 | a12904 | 9094 | 8838 | 8952 | 6900 | 5511 | 3893 | 2708 | 58800 |
| 1903-1904 | a13411 | 9437 | 9352 | 9256 | 7424 | 6051 | 4312 | 2820 | 62063 |
| 1904-1905 | a13184 | 9665 | 9335 | 8914 | 7645 | 6178 | 4568 | 3222 | 62711 |
| 1905-1906 | a13839 | 9725 | 10236 | 8407 | 7860 | 6362 | 4567 | 3515 | 64511 |
| 1906-1907 | a14189 | 9684 | 9979 | 8842 | 7704 | 6389 | 4592 | 3245 | 64624 |
| 1907-1908 | a14509 | 9992 | 9530 | 8780 | 7702 | 6179 | 4974 | 3254 | 64920 |
| 1908-1909 | b11868 | 8824 | 8851 | 8125 | 7431 | 6017 | 4761 | 3706 | 59583 |

(a) Includes transfers and enrollment of all special schools
(b) Exclusive of transfers, but includes enrollment of all special schools except of Boys' School.

## Enrollment: Per Cent in Each Grade

## Table LIII

Shows per cent of the total enrollment in the regular day elementary schools in each grade for the years 1900-1909:

| | GRADE | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| 1899-1900 | b22.98 | 15.75 | 14.99 | 14.29 | 11.85 | 8.90 | 6.51 | 4.69 |
| 1900-1901 | b22.60 | 15.50 | 15.38 | 14.52 | 11.68 | 9.45 | 6.41 | 4.42 |
| 1901-1902 | b22.69 | 15.10 | 15.46 | 14.74 | 11.77 | 9.01 | 6.77 | 4.44 |
| 1902-1903 | b21.94 | 15.45 | 15.03 | 15.22 | 11.73 | 9.37 | 6.62 | 4.60 |
| 1903-1904 | b21.60 | 15.20 | 15.06 | 14.91 | 11.96 | 9.74 | 6.94 | 4.54 |
| 1904-1905 | b21.02 | 15.41 | 14.88 | 14.21 | 12.19 | 9.85 | 7.28 | 5.13 |
| 1905-1906 | b21.45 | 15.07 | 15.86 | 13.08 | 12.18 | 9.86 | 7.07 | 5.44 |
| 1906-1907 | b21.95 | 14.98 | 15.44 | 13.68 | 11.92 | 9.88 | 7.10 | 5.02 |
| 1907-1908 | b22.34 | 15.39 | 14.67 | 13.52 | 11.86 | 9.51 | 7.66 | 5.01 |
| 1908-1909 | c19.91 | 14.80 | 14.85 | 13.68 | 12.47 | 10.09 | 7.99 | 6.21 |

(a) Normal per cent each grade 12.5

(b) Based on enrollment including transfers and enrollment of all special schools

(c) Based on enrollment excluding transfers, but including enrollment of all special schools except Boys' School.

## Whole Number Teachers

## Table LIV

Shows number of teachers in the regular day elementary schools for the years 1900-1909, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1909 over 1900:

| | (a) Number teachers regular day elementary schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1899-1900 | 1095.40 | | | |
| 1900-1901 | 1121.50 | 26.10 | 2.38 | |
| 1901-1902 | 1134.60 | 13.10 | 1.16 | |
| 1902-1903 | 1223.00 | 88.4 | 7.79 | |
| 1903-1904 | 1232.00 | 9.0 | .73 | |
| 1904-1905 | 1290.00 | 58.0 | 4.70 | |
| 1905-1906 | 1378.20 | 88.2 | 6.83 | |
| 1906-1907 | 1403.00 | 24.80 | 1.79 | |
| 1907-1908 | 1471.00 | 68.00 | 4.84 | |
| 1908-1909 | 1514.70 | 43.70 | 2.97 | 38.27 |

(a) Includes all day elementary school teachers other than teachers in Deaf Schools, Boys' School, special schools (Defectives), backward schools and School for Cripples.

## Number Regular and Special Teachers

### Table LV

Shows whole number teachers regular day elementary schools, the number of regular teachers in regular day schools, the per cent of whole number of teachers in regular day schools, regular teachers, it also shows the number of special teachers in the regular day schools and the per cent of the whole number of teachers in the regular day elementary schools that are special teachers, for the years 1900-1909:

| | (a) Whole number teachers regular day elementary schools | (b) Number regular teachers in regular day elementary schools | Per cent of teachers regular day elementary schools reg. teachers | Number special teachers regular day elementary schools | | | Per cent teachers regular day elementary schools special teachers |
|---|---|---|---|---|---|---|---|
| | | | | Number German teachers | Number manual training and cooking teachers | Whole No. special teachers | |
| 1899-1900 | 1095.40 | 1026.4 | 93.70% | 63 | 6 | 69 | 6.30 |
| 1900-1901 | 1121.50 | 1046.5 | 93.31 | 69 | 6 | 75 | 6.69 |
| 1901-1902 | 1134.60 | 1057.6 | 93.21 | 69 | 8 | 77 | 6.79 |
| 1902-1903 | 1223.00 | 1130.0 | 92.39 | 85 | 8 | 93 | 7.61 |
| 1903-1904 | 1232.00 | 1145.0 | 92.93 | 79 | 8 | 87 | 7.07 |
| 1904-1905 | 1290.00 | 1196.0 | 92.71 | 86 | 8 | 94 | 7.29 |
| 1906-1907 | 1403.00 | 1316.0 | 93.79 | 76 | 11 | 87 | 6.21 |
| 1905-1906 | 1378.20 | 1271.0 | 92.22 | 97 | 10.2 | 107.2 | 7.78 |
| 1907-1908 | 1471.00 | 1381.0 | 93.88 | 76 | 14 | 90 | 6.12 |
| 1908-1909 | 1514.70 | 1400.7 | 92.47 | 95 | 19 | 114 | 7.53 |

(a) Includes all day elementary school teachers other than teachers in Deaf School, Boys' School, special schools (Defectives), backward schools and School for Cripples

(b) Includes all teachers in regular day elementary schools other than teachers of German, manual traning and cooking

(c) Exclusive of exchange teachers

## Pupils per Teacher, on Whole Number Teachers

## Table LVI

Shows the enrollment in the regular day elementary schools, for the years 1900-1909, the number of teachers in the regular day elementary schools the number pupils per teacher in the regular day elementary schools, the decrease in number pupils per teacher over preceding year, and the per cent of decrease in number pupils per teacher 1909 over 1900:

| | (a) Enrollment regular day elementary schools | (b) Teachers in regular day elementary schools | Pupils per teacher in regular day elementary schools | Decrease over preceding year in number pupils per teacher in reg. day elementary schools | Per cent of decrease in number pupils per teacher 1909 over 1900 |
|---|---|---|---|---|---|
| 1899-1900 | 51090 | 1095.4 | 46.64 | | |
| 1900-1901 | 52051 | 1121.5 | 46.41 | .23 | |
| 1901-1902 | 52870 | 1134.6 | 46.59 | .17 (increase) | |
| 1902-1903 | 54118 | 1223.0 | 44.25 | 2.34 | |
| 1903-1904 | 55430 | 1232.0 | 44.99 | .74 (increase) | |
| 1904-1905 | 56718 | 1290.0 | 43.96 | 1.03 | |
| 1905-1906 | 59072 | 1378.0 | 42.86 | 1.10 | |
| 1906-1907 | 59294 | 1403.0 | 42.26 | .60 | |
| 1907-1908 | 58967 | 1471.0 | 40.08 | 2.18 | |
| 1908-1909 | 59285 | 1514.7 | 39.13 | .95 | 16.10% |

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools

(b) Includes all teachers in day elementary school except those in Deaf School, Boys' School, special schools (Defective), and Schools for Cripples.

## Pupils per Teacher On Number Regular Teachers

## Table LVII

Shows the enrollment in the regular day elementary schools for the years 1900-1909, the number of regular teachers in the regular day elementary schools, the average number pupils per regular teacher, the decrease in number of pupils over the preceding year, also the per cent of decrease in number of pupils per regular teacher 1909 over 1900:

| | (a) Enrollment regular day elementary schools | (b) Number regular teachers regular day elementary schools | Number pupils per regular teacher regular day elementary schools | Decrease in number pupils per regular teacher | Per cent of decrease in number pupils per regular teacher 1909 over 1900 |
|---|---|---|---|---|---|
| 1899-1900 | 51090 | 1026.4 | 49.77 | | |
| 1900-1901 | 52051 | 1046.5 | 49.73 | .04 | |
| 1901-1902 | 52870 | 1057.6 | 49.90 | .26 (increase) | |
| 1902-1903 | 54118 | 1130.0 | 47.88 | 2.11 | |
| 1903-1904 | 55430 | 1145.0 | 48.41 | .53 (increase) | |
| 1904-1905 | 56718 | 1196.0 | 47.42 | .99 | |
| 1905-1906 | 59072 | 1271.0 | 46.47 | .95 | |
| 1906-1907 | 59294 | 1316.0 | 45.05 | 1.42 | |
| 1907-1908 | 58967 | 1381.0 | 42.69 | 2.36 | |
| 1908-1909 | 59285 | 1400.7 | 42.32 | .37 | 14.96 |

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools

(b) Exclusive of German teacher, manual training and cooking teachers and teachers in all special schools

## Per Capita Cost of Instruction

## Table LVIII

Shows cost of instruction in the regular day elementary schools, for the years 1900-1909, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1909 over 1900:

| | (a)Cost of instruction regular day elementary schools | (b)Enrollment in regular day elementary schools | Per capita cost of instruction in regular day elementary schools | Increase in per capita cost over preceding year | Per cent of increase in per capita cost over preceding year | Per cent of increase in per capita cost 1909 over 1900 |
|---|---|---|---|---|---|---|
| 1899-1900 | $728932.42 | 51090 | $14.26 | | | |
| 1900-1901 | 743729.48 | 52051 | 14.28 | $ .02 | .14 | |
| 1901-1902 | 869988.34 | 52870 | 16.45 | 2.17 | 15.19 | |
| 1902-1903 | 897515.79 | 54118 | 16.58 | .13 | .79 | |
| 1903-1904 | 963221.38 | 55430 | 17.37 | .79 | 4.76 | |
| 1904-1905 | 991968.86 | 56718 | 17.48 | .11 | .63 | |
| 1905-1906 | 1049276.31 | 59072 | 17.76 | .28 | 1.60 | |
| 1906-1907 | 1131183.11 | 59294 | 19.07 | 1.31 | 7.37 | |
| 1907-1908 | 1184318.26 | 58967 | 20.08 | 1.01 | 5.29 | |
| 1908-1909 | 1245217.32 | 59285 | 21.00 | .92 | 4.58 | 47.26 |

(a) Includes salaries of principals also cost of German and backward schools, but not the cost of instruction in Deaf School, Boys' School, special schools or School for Cripples

(b) Exclusive of transfers and enrollment of all special schools, other than backward schools;

## German:
## Cost of Instruction, Enrollment, Per Capita Cost, etc.
### Table LIX

Shows cost of German instruction in the regular day elementary schools, the enrollment, the per capita cost of German instruction, the number of teachers and the average number of pupils per teacher for the years 1908-1909:

| | (a)Cost of German instruction in regular day elementary schools | (b)Enrollment in German in regular day elementary schools | Per capita cost German instruction regular day elementary schools | (c)Number of German teachers in regular day elementary schools | Average number of pupils per German teacher in regular day elementary schools |
|---|---|---|---|---|---|
| 1907-1908 | | 7537 | | 76 | 99.17 |
| 1908-1909 | | 11628 | | 95 | 122.4 |

(a) Exclusive of salary of exchange teachers
(b) Average monthly enrollment
(c) Exclusive of exchange teachers

## Manual Training and Home Arts:
## Cost of Instruction, Enrollment, Per Capita Cost, etc.
### Table LX

Shows the cost of manual training and home arts instruction in the regular day elementary schools, the enrollment, the per capita cost, the number of teachers and the average number of pupils per teacher for the years 1900-1909:

| | Cost of manual training and cooking instruction | Enrollment in manual training and cooking instruction | Per capita cost manual training and cooking instruction | Number manual training and cooking teachers | (a)Average number pupils per teacher |
|---|---|---|---|---|---|
| 1899-1900 | $5250.00 | 1686 | $3.11 | 6 | 281 |
| 1900-1901 | 4991.36 | 1674 | 2.98 | 6 | 279 |
| 1901-1902 | 6852.76 | 2266 | 3.02 | 8 | 283.25 |
| 1902-1903 | 8818.91 | 2305 | 3.82 | 8 | 288.12 |
| 1903-1904 | 8381.65 | 2669 | 3.14 | 8 | 333.62 |
| 1904-1905 | 7684.39 | 2701 | 2.84 | 8 | 337.62 |
| 1905-1906 | 8830.49 | 3019 | 2.92 | 10.2 | 295.98 |
| 1906-1907 | 10115.50 | 3187 | 3.17 | 11 | 289.72 |
| 1907-1908 | 12278.79 | 3957 | 3.10 | 14 | 282.64 |
| 1908-1909 | 16237.20 | 5452 | 2.97 | 19 | 286.94 |

(a) One lesson per week in manual training for boys and one lesson per week in cooking for girls

## Special Day Elementary Schools

### Deaf School:

### Cost of Instruction, Enrollment, Per Capita, Cost, etc.

### Table LXI

Shows the cost of instruction in the deaf school, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher for 1900-1909:

| | (a) Cost of instruction deaf school | Enrollment deaf school | Per capita cost of instruction deaf school | Number of teachers deaf school | Number pupils per teacher deaf school |
|---|---|---|---|---|---|
| 1899-1900 | $4258.75 | 65 | $65.51 | 6 | 10.83 |
| 1900-1901 | 5591.03 | 55 | 101.65 | 6 | 9.16 |
| 1901-1902 | 6294.76 | 61 | 103.19 | 7 | 8.71 |
| 1902-1903 | 6541.23 | 51 | 128.26 | 7 | 7.28 |
| 1903-1904 | 6599.93 | 44 | 149.99 | 7 | 6.28 |
| 1904-1905 | 6595.98 | 43 | 153.39 | 7 | 6.14 |
| 1905-1906 | 5479.02 | 59 | 92.86 | 6 | 9.83 |
| 1906-1907 | 7096.53 | 62 | 114.46 | 7 | 8.85 |
| 1907-1908 | 7440.81 | 76 | 97.89 | 9 | 8.50 |
| 1908-1909 | 8696.81 | 79 | 110.08 | 10.3 | 7.66 |

(a) Includes salary of principal

## Boys' School

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXII

Shows cost of instruction in the boys' school (school for truants), the enrollment, per capita cost of instruction, the number of teachers, and average number of pupils per teacher for the years 1900-1909:

| | (a) Cost of instruction boys' school | Enrollment in boys' school | Per capita cost of instruction boys' school | Number of teachers boys' school | Number pupils per teacher boys' school |
|---|---|---|---|---|---|
| 1899-1900 | $3500.00 | 133 | $26.31 | 3 | 44.33 |
| 1900-1901 | 4128.92 | 165 | 25.02 | 3.66 | 45.08 |
| 1901-1902 | 5377.71 | 179 | 30.04 | 4.50 | 39.77 |
| 1902-1903 | 4926.44 | 122 | 40.38 | 4 | 30.50 |
| 1903-1904 | 5194.48 | 153 | 33.95 | 4 | 38.25 |
| 1904-1905 | 3988.64 | 162 | 24.62 | 3 | 54.00 |
| 1905-1906 | 4419.50 | 235 | 18.80 | 3 | 78.33 |
| 1906-1907 | 5679.22 | 318 | 17.85 | 5 | 63.60 |
| 1907-1908 | 6616.11 | 798 | 8.29 | 6.66 | 119.83 |
| 1908-1909 | 8751.92 | 614 | 14.25 | 8 | 76.75 |

(a) Includes salary of principal

## (a) Special Schools of Individual Instruction:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXIII

Shows cost of instruction in special schools for physically and mentally defective children, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher, for the years 1906-9:

| | Cost of instruction special schools | Enrollment in special schools instruction | Per capita cost of special schools | Number of teachers special schools | Number pupils per teacher special schools |
|---|---|---|---|---|---|
| 1905-1906 | $6179.35 | 130 | $47.53 | 8 | 16.25 |
| 1906-1907 | 8625.62 | 150 | 57.50 | 10 | 15 |
| 1907-1908 | 9488.09 | 213 | 44.54 | 12 | 17.75 |
| 1908-1909 | 9928.31 | 210 | 47.27 | 13 | 16.15 |

(a) Special schools were first organized by the Board of Education during the school year of 1904-5

# KINDERGARTEN:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXIV

Shows the cost of kindergarten instruction, the enrollment, the per capita cost of instruction, the number of kindergarten teachers, and the average number of pupils per teacher, for the years 1900-1909:

| | Cost of instruction kindergarten | Enrollment in kindergarten | Per capita cost of instruction kindergarten | Number of teachers in kindergarten | Average number of pupils per kindergarten teacher |
|---|---|---|---|---|---|
| 1899-1900 | $15428.75 | 1375 | $11.22 | 37 | 37.16 |
| 1900-1901 | 22736.67 | 1886 | 12.05 | 48 | 39.29 |
| 1901-1902 | 27933.72 | 1889 | 14.78 | 46 | 41.06 |
| 1902-1903 | 31272.68 | 2010 | 15.55 | 59 | 34.06 |
| 1903-1904 | 38066.97 | 2336 | 16.29 | 63 | 37.07 |
| 1904-1905 | 39779.40 | 2409 | 16.51 | 63 | 38.23 |
| 1905-1906 | 44941.32 | 2656 | 16.92 | 74 | 35.89 |
| 1906-1907 | 54040.61 | 3240 | 16.67 | 79 | 41.01 |
| 1907-1908 | 53008.85 | 3605 | 14.70 | 81 | 44.50 |
| 1908-1909 | 63811.96 | 4935 | 12.93 | 90 | 54.83 |

# EVENING SCHOOLS

## Evening High School

Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXV

Shows the cost of instruction in the evening high schools, the enrollment, the per capita cost of instruction, the number of evening high school teachers and the average number of evening high school pupils per teacher for each of the years 1903-1909:

| | Cost of instruction evening high schools | Enrollment evening high schools | Per capita cost of instruction evening high schools | Number teachers evening high schools | Number pupils per teacher evening high schools |
|---|---|---|---|---|---|
| 1902-1903 | $1545.00 | 207 | $7.46 | 7 | 29.57 |
| 1903-1904 | 2392.24 | 275 | 8.69 | 13 | 21.15 |
| 1904-1905 | 3033.00 | 533 | 5.69 | 26 | 20.50 |
| 1905-1906 | 3745.00 | 544 | 6.88 | 31 | 17.54 |
| 1906-1907 | 5672.50 | 896 | 6.33 | 57 | 15.71 |
| 1907-1908 | 7506.00 | 1228 | 6.11 | 54 | 22.74 |
| 1908-1909 | 10884.75 | 1891 | 5.75 | 79 | 23.93 |

## Evening Elementary Schools:

### Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXVI

Shows the cost of instruction in the evening elementary schools, the enrollment, the per capita cost, the number of evening elementary school teachers and the average number of evening elementary school pupils per teacher, for the years 1900-1909:

| | Cost of evening elementary school instruction | Enrollment evening elementary schools | Per capita cost of instruction evening elementary schools | Number teachers evening elementary schools | Number pupils per teacher evening elementary schools |
|---|---|---|---|---|---|
| 1899-1900 | $5600.00 | 985 | $5.68 | 35 | 28.14 |
| 1900-1901 | 5622.00 | 1064 | 5.28 | 36 | 29.55 |
| 1901-1902 | 5420.00 | 852 | 6.36 | 32 | 26.62 |
| 1902-1903 | 5878.00 | 1058 | 5.55 | 31 | 34.12 |
| 1903-1904 | 6470.50 | 2079 | 3.11 | 33 | 63.00 |
| 1904-1905 | 6992.00 | 3089 | 2.26 | 38 | 81.28 |
| 1905-1906 | 7382.00 | 3721 | 1.97 | 41 | 90.75 |
| 1906-1907 | 9690.00 | 4400 | 2.20 | 51 | 86.27 |
| 1907-1908 | 12249.00 | 5440 | 2.25 | 62 | 87.74 |
| 1908-1909 | 12944.00 | 5031 | 2.57 | 69 | 72.91 |

# SUMMER SCHOOLS

## (a) Summer High School:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXVII

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of summer high school teachers, and the average number of summer high school pupils per teacher for the years 1903-1909:

| | Cost of instruction in summer high schools | Enrollment in summer high schools | Per capita cost instruction in summer high schools | Number teachers summer high schools | Number pupils per teacher summer high schools |
|---|---|---|---|---|---|
| 1902-1903 | $795.00 | 264 | $3.01 | 4 | 66 |
| 1903-1904 | 800.00 | 207 | 3.86 | 4 | 51.75 |
| 1904-1905 | 800.00 | 247 | 3.23 | 4 | 61.75 |
| 1905-1906 | 1050.00 | 278 | 3.77 | 5 | 55.60 |
| 1906-1907 | 1045.00 | 303 | 3.44 | 5 | 60.60 |
| 1907-1908 | 1050.00 | 252 | 4.16 | 5 | 50.40 |
| 1908-1909 | 1050.00 | 216 | 4.86 | 5 | 43.20 |

(a) Summer high school organized 1903

## Number Making Up All Work and Per Capita Cost

### Table LXVIII

Shows cost of instruction in summer high schools, the enrollment, the number remaining to end of term, the number making up all work, per cent of enrollment making up all work, and the per capita cost on number making up all work, for the years 1903-1909:

| | Cost of instruction summer high schools | Enrollment in summer high schools | Number remaining to end of term | Number making up all work | Per cent of enrollment making up all work | Per capita cost on number making up all work |
|---|---|---|---|---|---|---|
| 1902-1903 | $795.00 | 264 | 235 | 202 | 76.51 | $3.93 |
| 1903-1904 | 800.00 | 207 | 172 | 137 | 66.18 | 5.83 |
| 1904-1905 | 800.00 | 247 | 201 | 181 | 73.27 | 4.41 |
| 1905-1906 | 1050.00 | 278 | 224 | 157 | 56.47 | 6.68 |
| 1906-1907 | 1045.00 | 303 | 266 | 171 | 56.43 | 6.11 |
| 1907-1908 | 1050.00 | 252 | 214 | 149 | 59.12 | 7.04 |
| 1908-1909 | 1050.00 | 216 | 198 | 144 | 66.66 | 7.29 |

# SUMMER ELEMENTARY SCHOOL

## (a) Summer Grammar School:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXIX

Shows the cost of instruction in the summer grammar schools, the enrollment, the per capita cost of instruction, the number of summer grammar school pupils per teacher, for the years 1905-1909:

| | Cost of instruction summer grammar schools | Enrollment summer grammar schools | Per capita cost instruction summer grammar schools | Number of teachers summer grammar schools | Number of pupils per teacher summer grammar schools |
|---|---|---|---|---|---|
| 1904-1905 | $450.00 | 228 | $1.96 | 3 | 76 |
| 1905-1906 | 600.00 | (b)240 | 2.50 | 4 | 60 |
| 1906-1907 | 2948.75 | 856 | 3.44 | 19 | 45.05 |
| 1907-1908 | 4629.80 | 925 | 5.00 | 29 | 31.89 |
| 1908-1909 | 5080.00 | 1095 | 4.63 | 33 | 33.18 |

(a) Summer grammar school organized 1905
(b) Not exact

## Number Making Up All Work and Per Capita Cost

### Table LXX

Shows cost of instruction in the summer grammar schools, the enrollment, the number remaining to end of term, number making up all work, per cent of enrollment making up all work, also the per capita cost on number making up all work, for the years 1907-9:

| | Cost of instruction summer grammar schools | Enrollment summer grammar schools | Number remaining to end of term | Number making up all work | Per cent of enrollment making up all work | Per capita cost on number making up all work |
|---|---|---|---|---|---|---|
| 1906-1907 | $2948.75 | 856 | 687 | 453 | 52.92 | $6.50 |
| 1907-1908 | 4629.80 | 925 | 764 | 487 | 52.64 | 9.50 |
| 1908-1909 | 5080.00 | 1095 | 949 | 643 | 58.72 | 7.90 |

## (a) Summer Boys' School:
## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXXI

Shows cost of instruction in summer boys' school, the enrollment, the per capita cost of instruction, number of teachers in summer boys' school, and the average number of pupils per teacher, for each of the years 1907-9:

| | Cost of instruction summer boys' school | Enrollment summer boys' school | Per capita cost of instruction summer boys' school | Number teachers summer boys' school | Number pupils per teacher summer boys' school |
|---|---|---|---|---|---|
| 1906-1907 | $150.00 | 168 | $ .89 | 1 | 168 |
| 1907-1908 | 150.00 | 135 | 1.11 | 1 | 135 |
| 1908-1909 | 150.00 | 81 | 1.85 | 1 | 81 |

(a) Summer boys' school was organized 1906, but no record of enrollment for that year is at hand

## (a) Summer Manual Training School:
## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXXII

Shows cost of instruction in summer manual training schools, enrollment, per capita cost of instruction, number teachers in summer manual training schools, and the number of pupils per teacher, for each of the years 1907-9:

| | Cost of instruction summer manual training schools | Enrollment summer manual training schools | Per capita cost instruction summer manual training schools | Number teachers summer manual training schools | Number pupils per teacher summer manual training schools |
|---|---|---|---|---|---|
| 1906-1907 | $450.00 | -200 | $2.25 | 3 | 66.66 |
| 1907-1908 | 592.50 | 335 | 1.76 | 4 | 83.75 |
| 1908-1909 | 892.50 | 431 | 2.07 | 6 | 71.83 |

(a) Summer manual training schools were organized in 1905, but the exact enrollment prior to 1907 is not at hand

## (a) Summar Primary School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXXIII

Shows cost of instruction in the summer primary schools, the enrollment, per capita cost of instruction, number of summer primary school teachers, and the average number of summer primary pupils per teacher, for each of the years 1907-1909:

| | Cost of instruction summer primary schools | Enrollment in summer primary schools | Per capita cost of instruction summer primary schools | Number teachers summer primary schools | Number pupils per teacher summer primary schools |
|---|---|---|---|---|---|
| 1906-1907 | $1027.65 | 588 | $1.74 | 15 | 39.20 |
| 1907-1908 | 1818.96 | 1058 | 1.71 | 28 | 37.78 |
| 1908-1909 | 2088.67 | 1178 | 1.77 | 32 | 36.81 |

(a) Summer primary schools were organized by the Board of Education in 1903, but enrollment was not separated from summer kindergarten until 1906-7

## (a) Summer Kindergarten:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXXIV

Shows cost of instruction in the summer kindergartens, the enrollment, the per capita cost of instruction, number of teachers in summer kindergartens and the average number of pupils per teacher for each of the years 1907-1909:

| | Cost of instruction summer kindergartens | Enrollment summer kindergartens | Per capita cost instruction summer kindergartens | Number teachers summer kindergartens | Number pupils per teacher summer kindergartens |
|---|---|---|---|---|---|
| 1906-1907 | $980.89 | 437 | $2.24 | 14 | 31.21 |
| 1907-1908 | 950.07 | 395 | 2.40 | 14 | 28.21 |
| 1908-1909 | 1087.15 | 523 | 2.07 | 16 | 32.68 |

(a) Summer kindergartens were organized by the Board of Education in 1903, but the enrollment was not kept separate from the summer primary schools until 1907

## (a) Playgrounds:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

## Table LXXV

Shows cost of instruction in summer playgrounds, the enrollment, per capita cost playground instruction, the number of playground teachers, and the number of pupils per teacher for each of the years 1903-1909:

| | Cost of instruction summer playgrounds | Enrollment summer playgrounds | Per capita cost instruction summer playground | Number teachers summer playgrounds | Number pupils per teacher summer playgrounds |
|---|---|---|---|---|---|
| 1902-1903 | $225.00 | (b)213 | $1.05 | 2 | 106.50 |
| 1903-1904 | 420.00 | 700 | .60 | 4 | 175.00 |
| 1904-1905 | 420.00 | 645 | .65 | 4 | 161.25 |
| 1905-1906 | 840.00 | 800 | 1.05 | 4 | 200.00 |
| 1906-1907 | 840.00 | 1090 | .77 | 8 | 136.25 |
| 1907-1908 | 840.00 | 1242 | .67 | 8 | 155.25 |
| 1908-1909 | 1378.25 | 2917 | .47 | 12 | 243.08 |

(a) Summer play grounds were first organized by the Board of Education in 1903

(b) Probably not exact

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# CLEVELAND PUBLIC SCHOOLS
# SEVENTY-FOURTH REPORT OF THE
# SUPERINTENDENT OF SCHOOLS

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# CLEVELAND PUBLIC SCHOOLS ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

WILLIAM H. ELSON

BOARD OF EDUCATION
1909-1910
Cleveland, Ohio.

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OF THE

## SUPERINTENDENT OF SCHOOLS.

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# DIRECTORY

## Educational Department

| | |
|---|---|
| William H. Elson | Superintendent of Schools |
| Henry C. Muckley | Assistant Superintendent |
| Warren E. Hicks | Assistant Superintendent |
| Frank P. Bachman | Assistant Superintendent |

## Supervisors

| | |
|---|---|
| Emma C. Davis | Kindergarten and 1st Grade |
| W. G. Riemenschneider | German |
| Jannette F. Jackson | 2nd and 3rd Grades |
| Clara E. Lynch | Substitutes |
| A. A. Clark | Penmanship |
| Pauline Gillette | Assistants |
| Sara A. Morley | |
| Lucretia Cavanah | |
| J. Powell Jones | Music |
| Harriet D. Parsons | Assistants |
| Lee Belle Haight | |
| Frances J. Kelly | |
| Florence E. Ellis | Drawing |
| Caroline Sowers | Assistant |
| Helen Fliedner | |
| Florence H. Reid | |
| William E. Roberts | Manual Training, Elementary Schools |
| Cara Curtis Townsend | Assistants |
| Ada B. Williams | |
| Henry Luther | Physical Training |

## Superintendent's Office

| | |
|---|---|
| Donna Stevens | Clerk |
| Anna F. Wild | Stenographer to Superintendent |
| May F. Corrigan | Stenographer to Ass't Supts. |
| Elizabeth Van De Motter | Stenographer to Supervisors |
| Belle Hawkins | Clerk |
| Wm. J. Cowdrey | Messenger |

# ANNUAL REPORT

OF THE

# Superintendent of Schools

**To the Honorable Board of Education:**

In compliance with your regulations I herewith submit my annual report for the school year 1909-1910, being the seventy-fourth in the series.

Respectfully submitted,
WILLIAM H. ELSON,
Superintendent of Schools.

## PART I

## I

## FACTS VERSUS OPINION IN EFFICIENT SCHOOL ADMINISTRATION

### Scientific Management in School Administration

The term "scientific management" has come into prominence within the last eighteen months. Scientific management as employed in current magazines has to do with business. In the field of affairs, where efficiency and economy were supposed to exist, need has been found of radical reformation in methods. Elaborate studies are being made both upon the material and human side, with reference to economy in doing given kinds of work. New means are being devised to inspire in the workman a proper attitude toward his work, and a personal motive for doing it well. New conceptions are arising with regard to the adaptability of men for given tasks, and men are being selected with reference to their natural ability to do particular things. In a word, serious study of what is involved in a given product, of how to inspire workmen to do their best, and of how to select men for a given task, is bringing about a revolution in the business world.

There is, to be sure, a difference between the school and its product and business and its output. This difference, however, has been more or less exaggerated by school administrators and by teachers. Indeed, school people, as a rule, resent the implication that there is any analogy between business and education, and that their work can be subject to definite checks and measured by fixed standards of efficiency.

While the manager of a business establishment has been and is subjected to definite tests as measured on the one hand by output, and on the other by profit, the superintendent in the administration of the school has been relatively free from all definite checks whether on the side of business management, or on the side of educational work. To no inconsiderable degree school administrators have been free from those criteria and standards by which men in other activities have long been judged.

Again, workmen, in quite every line of activity, are subjected to definite measures of efficiency. This is true whether in handling pig iron, or in the production of articles involving skill, intelligence and taste. Every move of a baseball player, for example, is checked, and at the end of the season he may have a definite picture of his efficiency as measured by standards current in the baseball world. The teacher, like the administrator, however, has resented the thought that her efficiency can be measured by any of the criteria or checks of business or by any definite standards. Though the teacher attempts to measure the efficiency of the child, she demurs at the idea that her efficiency may at least be relatively determined by the regularity of attendance of her pupils, by the amount of absence, or by the number of withdrawals, failures in studies or non-promotions.

In a word, both administrators of schools and teachers have to a large degree held themselves aloof from any definite tests, and from any measures of efficiency. The day is near at hand when school administrators and teachers must come to appreciate that they are not a chosen class of workers, but that their work, like the work of all others, must be judged in view of relatively definite standards. We must come to accept the fact that the school is but a machine, a tool, organized and supported by society to do a specific type of work, and that as a machine or tool it is subject to definite tests of efficiency. We must come to appreciate that the spirit of scientific management as now applied to business must be brought over into the work of education to do for the school what it is now doing for business.

### Present Place of Opinion in School Administration

Not only have school administrators and teachers been more or less free from the exacting tests of other activities, but administrators have been guided in their work to no slight extent by opinion, rather than by facts. Perhaps in no other field does personal opinion play so prominent a part. The business of the school is carried on this way today because this was the practice yesterday; the school year is of a given length because this was its length a decade ago; the same methods of promotion are continued because these were the methods of the past; our attitude toward foreign languages, toward science, toward formal grammar, toward the time and place given to arithmetic; our ideas of where to begin the teaching of formal spelling, or of writing, or of geography; of how much to require in a given grade rest, not upon facts, but very largely upon opinions—opinions which in turn are determined to a considerable extent by education and temperament.

Not only in the work of administration are our larger policies a reflection to a greater or lesser extent of personal bias, but even in smaller matters—if they may be so called—the personal point of view dominates to a considerable extent. We arbitrarily assume that our children

Domestic Art—Elementary Industrial School

profit by the study of Latin, by the study of science; we arbitrarily assume that the elementary school and the high school are doing all they should for their pupils; we arbitrarily assume that pupils are efficient in reading, that this style and type of writing is preferable; that our children are good or poor in spelling; that the work in history and geography is effective; that the proper emphasis is placed upon each of the studies, and these given their proper time value, and their proper emphasis in the advancement of children through the school. Seldom indeed in the past have school men proved by systematic investigation any of the above assumptions.

If, however, the public school is to be scientifically managed; if school administration is to be elevated above the plane of personal opinion; if the work of the superintendent, as well as that of the teacher, is to be measured by definite criteria; if our theories are to be given foundation; if our assumptions with reference to lines of work, methods of instruction, mastery of subject-matter and skill in manipulation are to be displaced by positive knowledge, scientific and systematic study must be made of school methods and of school results. For only as *facts* take the place of opinion, assumption gives way to definite knowledge, mere personal opinion yields to established principles, will the administration of our schools be placed upon a firm footing, and become efficient.

## Facts Versus Opinion in Determining the Whole Work of the School

An illustration or two will make clear the mode of procedure, as we take it, which must be pursued, at least in spirit, if the management of our schools is to become scientific.

The annual reports of given school systems may show an increase in the number of children receiving their education at public expense. Yet in centers of rapidly increasing population the school registration may be increasing and still the public school may be losing ground. The basis of determining whether a given system is reaching a larger and larger proportion of children of school age, or of determining what part of its whole task a given school is doing, lies not in the enrollment, but in the relation this enrollment bears to the total school population.

To know the whole work of the school, it is therefore necessary to secure an accurate school census by ages. A comparison of this data with the total enrollment in public, private, and parochial schools will reveal the part of the whole work which is not being covered by any school, also the part of the whole work being done by the public school.

Table I shows the school census by ages of the City of Cleveland for 1908-1909, the number enrolled in public, private, and parochial schools, the number in no school, and the per cent. of all the children of the city in the public school:

## Table I

## School Census by Ages, 1908-9

| | AGES | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | Totals |
| School Enumeration 1909....... | 10295 | 9255 | 9552 | 8917 | 9197 | 8572 | 9769 | 8859 | 8606 | 8017 | 8626 | 8064 | 8225 | 115954 |
| Number in Private and Parochial Schools 1908-1909............. | 1804 | 2328 | 2762 | 2654 | 2842 | 2721 | 3203 | 2722 | 1860 | 1035 | 675 | 452 | 397 | 25455 |
| Number in Public Schools 1908-1909 .................... | 8706 | 6154 | 6891 | 6723 | 6758 | 6358 | 6772 | 6455 | 4531 | 2505 | 1611 | 935 | 390 | 64789 |
| Number in Public, Private and Parochial Schools 1908-1909... | 10510 | 8482 | 9653 | 9377 | 9600 | 9079 | 9975 | 9177 | 6391 | 3540 | 2286 | 1387 | 787 | 90244 |
| Number in no School 1908-1909 | —215 | 773 | —101 | —460 | —403 | —507 | —206 | —318 | 2215 | 4477 | 6340 | 6677 | 7438 | 25710 |
| Per cent in Public Schools 1908-1909 ................... | 84.56 | 66.49 | 72.14 | 75.4 | 73.48 | 74.17 | 69.32 | 72.86 | 52.65 | 31.24 | 18.67 | 11.59 | 4.74 | 55.88 |

Per Cent of Children Not Attending School

Fig. 1

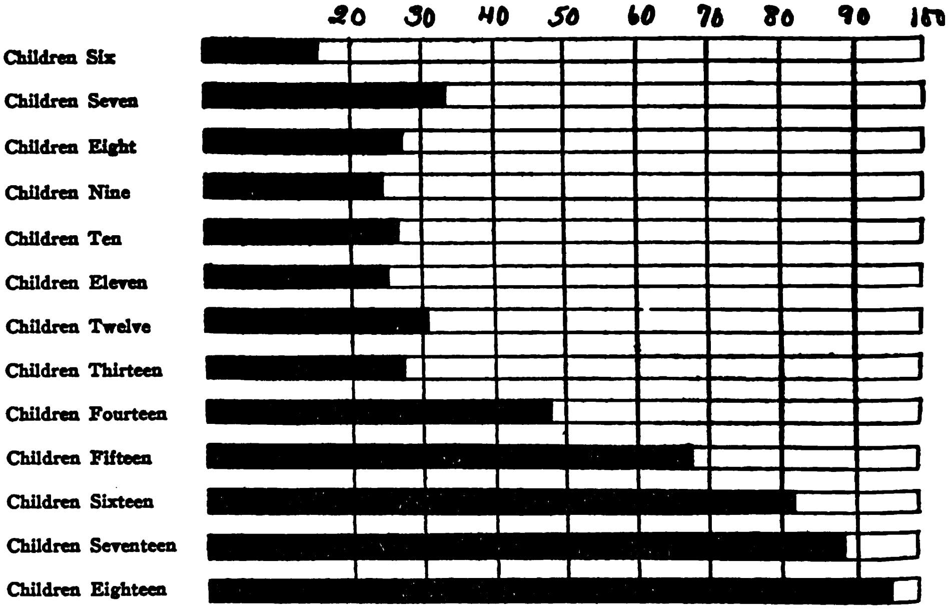
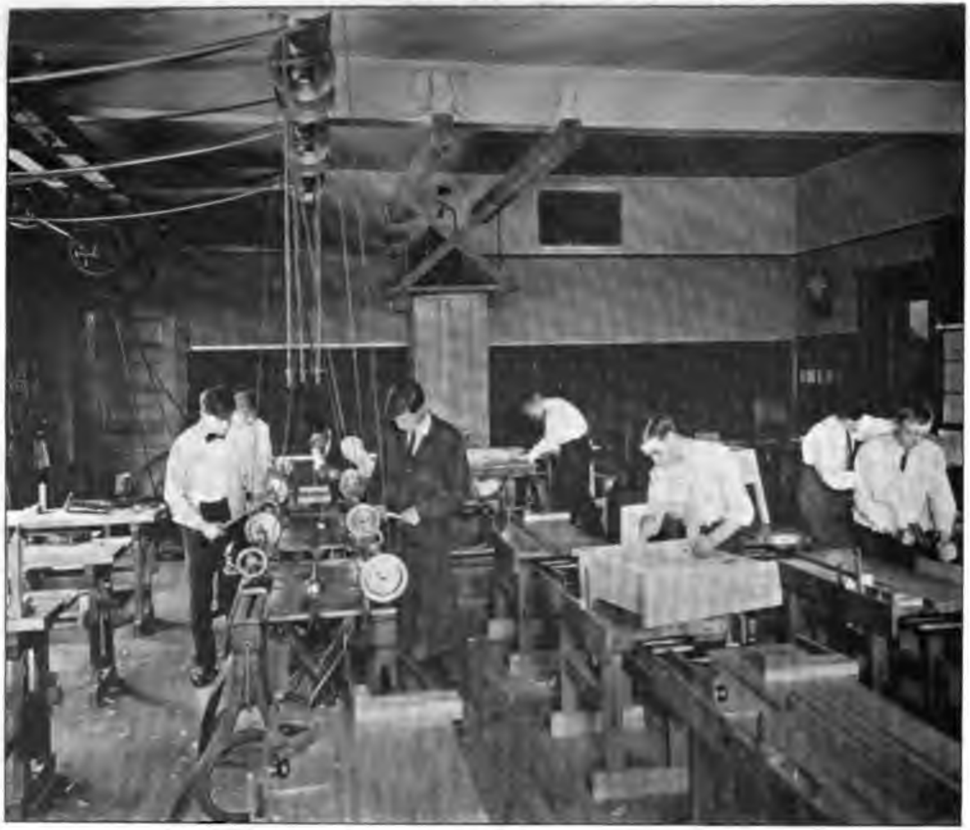


Fig. 1. Black shows per cent of all the children of Cleveland of each age from six to eighteen not attending the public school in 1908-09.

Whatever the relation may be between the school enrollment and the school enumeration, and whatever opinions may be held with regard to what the school is doing, such data as the above give a definite picture of just what part of the whole task the public school is doing, and makes clear that much remains to be done in elementary education, and that we have only made a beginning in the field of the high school.

## Facts Versus Opinion in Fixing Study Grades and Study Values

One of the most important problems in connection with education is to determine in what grades of the elementary school and years of the high school given studies shall be taught, and to fix upon the time value of these studies in



Second Year Woodwork—Elementary Industrial School

particular grades and years, for the emphasis placed upon any school study is fixed by the time devoted to it. Thus far, tradition and personal opinion have been large factors in determining in what grades a study appears, and the amount of time to be devoted to it.

That local tradition might to some extent be eliminated from our course of study, and that the personal bias of our supervisors might be overcome, data was collected from fifty of the largest cities of the United States with reference to the branches finding place in the elementary school and with reference to the grades in which they were taught. These data were tabulated and became the basis of fixing the grades in which the various elementary school subjects are now taught in the Cleveland public schools.

Table II shows the branches included in the course of the elementary schools of fifty of the largest cities of the United States, the number teaching each branch, also the grades in which each is taught and the number teaching the given subject in the respective grade:

### Table II

| | No. Teaching | Grade in which each is taught and number teaching in respective grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | VI | VII | VIII |
| 1 Reading | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| 2 Spelling | 50 | 40 | 47 | 50 | 50 | 50 | 50 | 50 | 50 |
| 3 Grammar | 38 | | 1 | 3 | 5 | 14 | 25 | 34 | 35 |
| 4 Language and Composition | 50 | 46 | 46 | 47 | 50 | 50 | 50 | 48 | 48 |
| 5 Writing | 50 | 48 | 50 | 50 | 50 | 50 | 50 | 46 | 48 |
| 6 Arithmetic | 50 | 35 | 46 | 50 | 50 | 50 | 50 | 50 | 50 |
| 7 Algebra | 19 | | | | | | | 2 | 19 |
| 8 Geometry | 8 | | | | | | | 1 | 8 |
| 9 Geography | 50 | 4 | 9 | 32 | 50 | 50 | 50 | 46 | 32 |
| 10 History | 50 | 8 | 9 | 11 | 17 | 31 | 39 | 48 | 50 |
| 11 Civics | 18 | | | | | | | 6 | 18 |
| 12 Music | 50 | 50 | 50 | 50 | 50 · | 50 | 50 | 50 | 50 |
| 13 Drawing | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| 14 Manual Training | 41 | 21 | 21 | 21 | 20 | 22 | 28 | 35 | 35 |
| 15 Cooking | 32 | | | | | 1 | 2 | 28 | 28 |
| 16 Sewing | 41 | | | 5 | 13 | 29 | 37 | 27 | 18 |
| 17 Physical Train'g | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 48 | 48 |
| 18 Physiology | 46 | 21 | 22 | 23 | 30 | 36 | 35 | 33 | 40 |
| 19 Hygiene | 44 | 35 | 36 | 33 | 33 | 43 | 41 | 40 | 33 |
| 20 Elementary Science | 30 | 24 | 24 | 24 | 24 | 25 | 25 | 25 | 26 |
| 21 Bookkeeping | 5 | | | | | | | | 5 |
| 22 Typewriting | 1 | | | | | | | 1 | 1 |

Similarly, in determining time values, the time schedules of ten of the most important cities in the country were taken, and from these a time schedule made, representing the average time given in these cities to each of the studies in the different grades. This average time schedule was then made the basis of determining our own time schedule for the school year 1910-1911.

Table III shows the average time in minutes per week devoted to each study in each grade in the schools of the following cities: Boston, New York, Philadelphia, Rochester, Cleveland, Cincinnati, Indianapolis, St. Louis, Chicago, Milwaukee, and San Francisco:

### Table III

| | Grades Elementary School | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI | VII | VIII |
| Reading ......... | 491 | 437 | 341 | 259 | 213 | 206 | 186 | 189 |
| Spelling ......... | 84 | 100 | 92 | 84 | 85 | 82 | 67 | 62 |
| Grammar ........ | | | | | | | 123 | 134 |
| Language and Composition ..... | 131 | 143 | 156 | 164 | 191 | 187 | 151 | 155 |
| Arithmetic ...... | 120 | 169 | 189 | 205 | 208 | 216 | 220 | 220 |
| Writing ........ | 82 | 91 | 85 | 81 | 75 | 75 | 60 | 53 |
| History ......... | | | | 45 | 100 | 117 | 121 | 140 |
| Geography ...... | | | 110 | 139 | 150 | 153 | 114 | 110 |
| Music ........... | 71 | 69 | 68 | 66 | 73 | 66 | 65 | 65 |
| Drawing ......... | 134 | 126 | 130 | 130 | 84 | 85 | 81 | 81 |
| Manual Training.. | | | | | 73 | 71 | 105 | 103 |

To be sure, such data with regard to study-grades and study-values are by no means conclusive, for the problems involved can only be solved through careful investigation and study. Nevertheless, such data serve as a reasonable basis for the elimination of personal bias and opinion from the course of study and the time schedule.

## Facts Versus Opinion in Determining Methods and Standards of Promotion

Doubtless no one factor penetrates so deeply into the life of the school as methods of promotion, for this involves standards of attainment and modes of advancing children from grade to grade, as well as from school to school. To a very considerable extent plans of promotion have been determined in view of the easy organization and administration of the school, and in view of the pleasure of the teacher. Whether the plan conserved the best interests of the child and permitted him without undue hindrance to advance through the school on time, has been little considered.

The time is, however, at hand when the standards of attainment must be re-determined, for as yet we are almost ignorant of what constitutes a just measure of the efficiency of children, even in such formal studies as spelling or arithmetic or writing. What speed, for example, clarity considered, should be the requirement in writing? What is a reasonable degree of accuracy to insist upon in arithmetic? What is a reasonable number of errors in spelling? Our answers to these questions thus far rest upon tradition rather than upon scientific investigation. Furthermore, the time is at hand when modes of promotion must be viewed with regard to effect upon educational waste. That is, with regard to their effect upon withdrawal from school and upon the amount of repetition, and a promotion plan devised which will enable children as a rule to complete the elementary school course on the average in eight years, and the high school course in four. Such a plan must be so flexible that each child shall be permitted to advance through the school according to his ability. It must permit the bright child to advance in less than the average required time, and even though the slow child may take longer, the average, when all the children passing through the school are taken into account, should not be more than eight years for the elementary, and four years for the high school.

Such a method of promotion can evidently not be determined theoretically, nor can personal opinion be a determining factor. Such a method of promotion can only be devised, and can only be administered in view of a large body of facts with regard to actual school conditions, with regard to failures in studies, withdrawals, retardations, and non-promotions in a given system.

It was found, for example, in the case of Cleveland that for a ten-year period but 48.23 per cent of all the children enrolled in the first grade reached the sixth grade, but 36.29 per cent reached the seventh, and that but one pupil in four attained the eighth grade. In a word, taking the records for ten years as a basis of judgment, it was found that only one child in two ever advanced in our elementary school beyond the fifth grade.

Table IV shows the withdrawals for each grade of the elementary school and for each class of the high school in 1909-10:

Geography-History—Elementary Industrial School

## Table IV

## Withdrawals from Elementary Schools, 1909-10

| | ELEMENTARY SCHOOL | | | | | | | | | HIGH SCHOOL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grades | | | | | | | | | Classes | | | | | |
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Total | First | Second | Third | Fourth | Total | Total both Schools |
| Withdrawals .......... | 260 | 81 | 65 | 168 | 329 | 451 | 444 | 234 | 2032 | 432 | 232 | 107 | 57 | 828 | 2860 |
| Enrollment ........... | 12597 | 9960 | 8752 | 8222 | 7223 | 6120 | 4924 | 3870 | 61668 | 2630 | 1454 | 1033 | 879 | 5996 | 67664 |
| Per cent of withdrawals each grade and class. | 2.06 | .81 | .74 | 2.04 | 4.55 | 7.36 | 9.01 | 6.04 | 3.29 | 16.42 | 15.95 | 10.35 | 6.48 | 13.80 | 4.22 |

## Per Cent of Withdrawals by Grades

Fig. 2

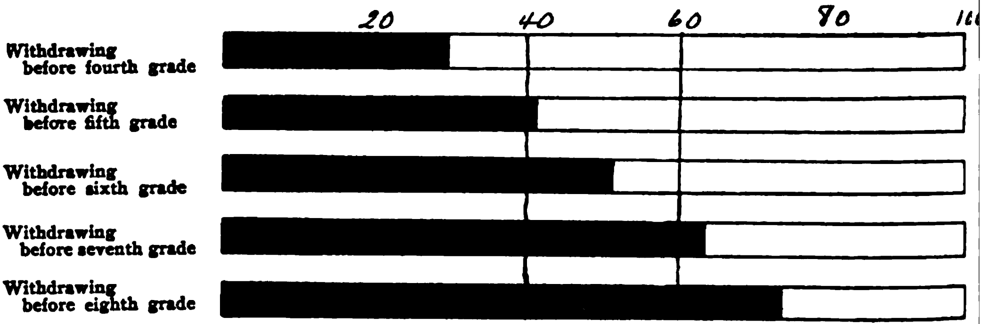


Fig. 2. Black shows per cent of all children enrolled in the first grade of the elementary schools of Cleveland for the ten years between 1892-3 and 1901-2 withdrawing before reaching the fourth, fifth, sixth, seventh and eighth grades.

## Causes of Withdrawals Elementary and High Schools, 1909-10

Table V shows the causes of withdrawal from the elementary and high school, the number withdrawing in 1909-1910 for each cause in each school; the per cent of all withdrawals in each school due to each cause; it also shows the number of withdrawals in both schools due to each cause, and the per cent of all withdrawals in both schools due to each cause:

Table V

| | Withdrawals Elementary School | Per cent all Withdrawals Elementary School | Withdrawals High School | Per Cent all Withdrawals High School | Number Withdrawals both Elementary and High School | Per Cent all Withdrawals both Elementary and High School |
|---|---|---|---|---|---|---|
| Financial condition of home | 114 | 5.61 | 28 | 3.38 | 142 | 4.96 |
| Personal illness | 309 | 15.20 | 159 | 19.20 | 468 | 16.36 |
| Illness in family | 76 | 3.74 | 40 | 4.83 | 116 | 4.05 |
| Physical defects | 30 | 1.47 | 5 | .60 | 35 | 1.22 |
| Incapacity | 49 | 2.41 | 39 | 4.71 | 88 | 3.07 |
| Indifference | 59 | 2.90 | 155 | 18.71 | 214 | 7.48 |
| Failing promotion | 3 | .14 | 3 | .36 | 6 | .20 |
| Left city | 224 | 11.02 | 30 | 3.62 | 254 | 8.88 |
| Going to work | 1122 | 55.21 | 332 | 40.09 | 1454 | 50.83 |
| Other causes | 46 | 2.26 | 37 | 4.46 | 83 | 2.90 |
| Total | 2032 | | 828 | | 2860 | |

It was found that in the year 1909-10, exclusive of all special schools, 25.35 per cent of our elementary pupils were retarded from one to four years; that is, 9.278 children of a total enrollment of 61,668, were behind their grade one year, 3,975 two years, 1,493 three years, and 891 four and more years.

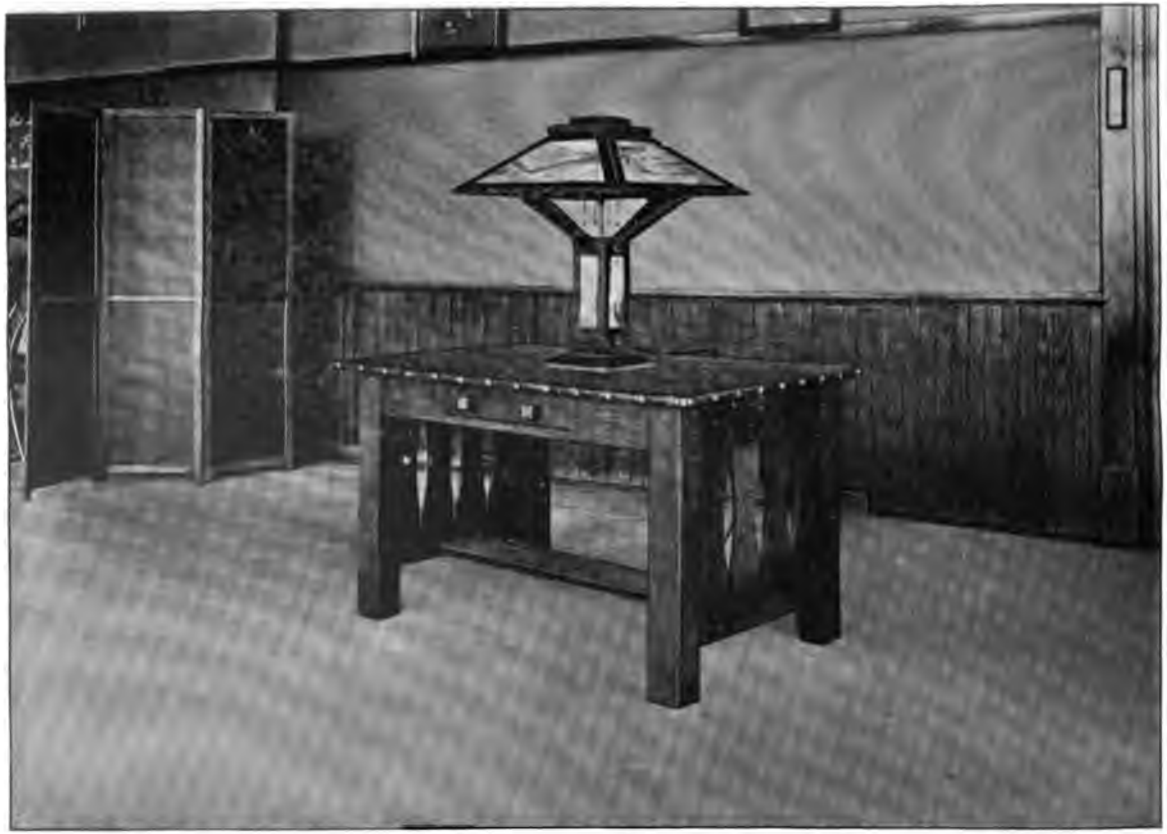
Table VI shows the normal age for completing each grade of the elementary school; the number of children in 1909-1910 in each grade behind one, two, three, four and more years; the total retarded in each grade; the enrollment in each grade; the per cent of retardation in each grade, and the per cent of total enrollment retarded; it also shows the total retarded one, two, three, four and more years, and the per cent of all retarded one, two, three, four and more years:

## Table VI

## Number and Per Cent of Retarded Children

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | (b) First Normal Age 6—7 | Second Normal Age 7—8 | Third Normal Age 8—9 | Fourth Normal Age 9—10 | Fifth Normal Age 10—11 | Sixth Normal Age 11—12 | Seventh Normal Age 11—12 | Eighth Normal Age 13—14 | Total | Per Cent of all Retardation |
| Retarded one year................ | 804 | 1188 | 1367 | 1428 | 1523 | 1456 | 922 | 590 | 9278 | 59.33 |
| Retarded two years ............... | 271 | 432 | 612 | 781 | 934 | 579 | 260 | 106 | 3975 | 25.42 |
| Retarded three years.............. | 106 | 155 | 317 | 428 | 318 | 124 | 35 | 10 | 1493 | 9.54 |
| Retarded four years and more.... | 167 | 150 | 270 | 204 | 69 | 21 | 5 | 5 | 891 | 5.69 |
| Total Retarded .................. | 1348 | 1925 | 2566 | 2841 | 2844 | 2180 | 1222 | 711 | 15637 | |
| (a) Enrollment each grade and total | 12597 | 9960 | 8752 | 8222 | 7223 | 6120 | 4924 | 3870 | 61668 | |
| Per cent each grade of total retarded | 10.70 | 19.32 | 29.32 | 34.55 | 39.37 | 35.62 | 24.81 | 18.37 | 25.35 | |

(a) Exclusive of all special schools.
(b) The age of a child is determined with reference to the last birthday previous to opening school in September.



Woodwork—Academic High Schools

It was further found, that for the year 1909-10 each tenth child was a repeater; that is, every tenth dollar spent on the elementary school during 1909-10 was expended in taking children over the same work a second time.

## Repeaters in Each Grade and Class, 1909-10

Table VII shows the amount of repetition in the elementary school for the year 1909-10:

### Table VII

| | Grades (a) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Total |
| Repeaters in each Grade and Class.... | 2443 | 1192 | 1026 | 879 | 606 | 323 | 162 | 39 | 6670 |
| Enrollment in each Grade and Class.... | 12597 | 9960 | 8752 | 8222 | 7223 | 6120 | 4924 | 3870 | 61668 |
| Per cent of Repeaters in each Grade and Class.... | 19.39 | 11.97 | 11.72 | 10.69 | 8.39 | 5.27 | 3.29 | 1.01 | 10.81 |

(a) Exclusive of all special schools.

## Total and Per Cent of Non-Promotions

It was also found that at the close of the school year 1909-10, 10.94 per cent of all elementary pupils, exclusive of those in special schools, had failed of promotion, and were thereby destined to repeat an entire year of school work.

Table VIII shows the number of non-promotions in each grade of the elementary school, the enrollment and per cent of non-promotions in each grade; it also shows the total number of non-promotions, the enrollment, and the per cent of the enrollment non-promoted for the elementary schools:

## Table VIII

| | Grades | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Total |
| Non-Promotions | 2172 | 1014 | 702 | 785 | 741 | 638 | 354 | 140 | 6746 |
| (a) Enrollment. | 12597 | 9960 | 8752 | 8222 | 7223 | 6120 | 4924 | 3870 | 61668 |
| Per cent of Non-Promotions | 17.24 | 10.18 | 8.02 | 9.54 | 10.26 | 10.42 | 11.25 | 3.62 | 10.94 |

(a) Exclusive of all special schools.

## Cause and Number of Non-Promotions

Table IX shows the causes of non-promotion in the elementary school, the number non-promoted in 1909-10 for each cause, the per cent of non-promotions due to each cause:

## Table IX

| | Number Non-Promotions | Per cent of all Non-Promotions |
|---|---|---|
| Irregular attendance | 1416 | 20.99 |
| Physical defects | 375 | 5.56 |
| Personal illness | 128 | 1.90 |
| Incapacity | 3922 | 58.14 |
| Indifference | 733 | 10.86 |
| Outside work | | |
| Other causes | 172 | 2.55 |
| Total | 6746 | |

These facts with reference to withdrawals, retardation, repetition, and non-promotions, and of the determining causes are now being brought to bear upon the problem of what constitutes the best type of school and the best kind of instruction for excessively over-age pupils; they are also being brought to bear upon the problem of the best basis and mode of promotion that children may advance, on the average, through school on time. Our plan for the care of excessively over-age pupils and our new plan of promotion will be put into operation with the new school year. Whether these new plans will prove better than the old, experience alone can tell. At all events, only as data is brought to bear upon the solution of definite problems, as a plan of action is determined in view of the facts collected, and as the effectiveness of the new plan is definitely determined, will progress be made in education.

## Facts Versus Opinion in Standardizing Subjects, Departments, and Schools

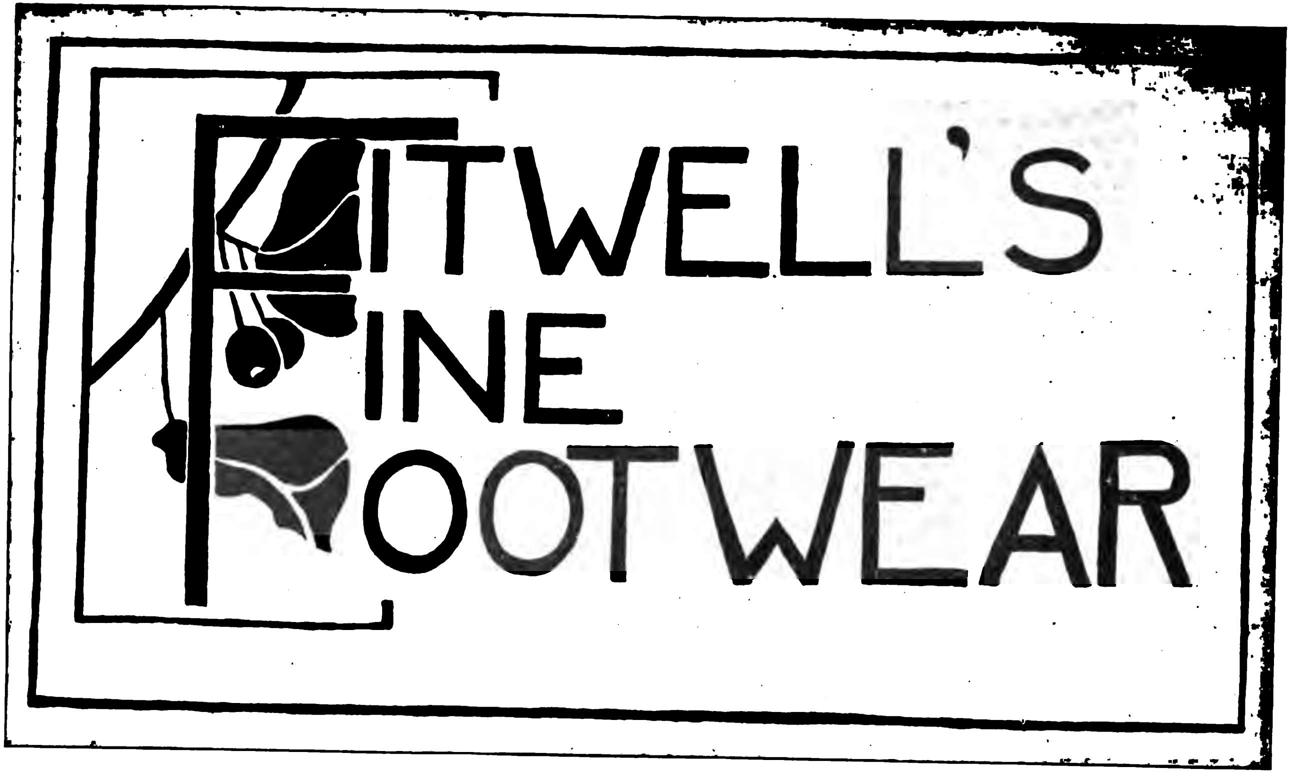
Notwithstanding the value of studies is fixed by the time allotted in the daily program, study requirements in practice seemingly have little relation to the value ascribed. Reading, for example, is given in the present time schedule 25.82 per cent of the total time of our elementary schools, language and grammar 15.77 per cent, arithmetic 16.55 per cent, and history 4.22 per cent, while in the first year of the high school Latin, English, algebra, and natural history are ascribed like value. Nevertheless, the failures in language and grammar at the end of this year were, in view of the time value, almost four times as many as in reading, those in arithmetic three times larger, while those in history were six times greater, whereas in high school in the year 1909-10, 26 per cent of the children dropped out or failed in Latin, 15.9 per cent in English, 13.4 per cent in algebra, and 22 per cent in natural history. While within our elementary schools, in one the failures in arithmetic amount to 25 per cent, in another doing the same work, there are none; whereas in our high schools, those dropping out and failing in first year Latin range from 26 to 41 per cent of the enrollment, in algebra from 26 to 46 per cent, in geometry (second year study) from 23 to 45 per cent.

Table X shows for 1909-10 the per cent of failures in each grade for the city as a whole in the fundamental studies, the per cent in all grades failing in each study:

## Table X

## Failures by Studies

| | Total Enroll-ment | Failures by Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth | Total by Studies | Per cent of Failures on En-rollment |
| | | Number Failing | Number Failing | Number Failing | Number Failing | Number Failing | Number Failing | Number Failing | Number Failing | | |
| Spelling | 61668 | 204 | 623 | 580 | 294 | 236 | 117 | 54 | 25 | 2133 | 3.45 |
| Reading | 61668 | 2018 | 780 | 478 | 219 | 134 | 88 | 67 | 11 | 3795 | 6.15 |
| Writing | 61668 | 517 | 384 | 294 | 202 | 149 | 108 | 74 | 16 | 1744 | 2.82 |
| Arithmetic | 61668 | 677 | 1071 | 869 | 953 | 932 | 750 | 493 | 92 | 5837 | 9.46 |
| Geography (4-8 grades) | 30359 | | | | 1213 | 849 | 718 | 11 | 3 | 2794 | 9.20 |
| Grammar (6-8 grades) | 14914 | | | | 4 | 102 | 482 | 542 | 176 | 1306 | 8.75 |
| Language | 46754 | 660 | 472 | 669 | 510 | 442 | 116 | | 2 | 2871 | 6.14 |
| U. S. History (7-8 grades) | 8794 | | | | | | 2 | 600 | 215 | 817 | 9.29 |
| German (4-8 grades) | 15876 | | | | 77 | 89 | 55 | 75 | 27 | 323 | 2.03 |
| Total | | 4076 | 3330 | 2890 | 3472 | 2933 | 2436 | 1916 | 567 | 21620 | |



Design for a Poster—High School

## First Year Failures in High Schools

Table XI gives the enrollment in first year Latin, English, algebra, and natural history, the number dropping out and failing in each high school class for 1909-10:

### Table XI

| | Number enrolled in the study | Number dropping study | Number remaining | Failures of number remaining to end of year | Total failing and dropping study | Per cent failures of those remaining to end of year | Per cent of total failures and dropping study |
|---|---|---|---|---|---|---|---|
| Latin ................ | 1302 | 234 | 1068 | 115 | 349 | 10.76 | 26.80 |
| English ................ | 1528 | 192 | 1336 | 51 | 243 | 3.81 | 15.90 |
| Algebra .............. | 1671 | 269 | 1402 | 239 | 508 | 17.04 | 30.40 |
| Natural History ...... | 76 | 15 | 61 | 2 | 17 | 3.27 | 22.36 |

Such variations reveal a need for standardization in studies as well as in departments. Standards for completing a study of great value should be such as actually to put the emphasis on that study rather than that pressure on one study when measured by the time allotted should be two to twenty times as great as upon another. Yet, until positive data is collected with reference to failures by studies in the various grades, and these data made the basis of administrative action, little can be accomplished in equalizing and standardizing study requirements.

There is a similar need with regard to standardizing individual schools. That schools should be rightly judged with regard to their work, and that there should be reasonable uniformity in the requirements of different schools, there can be little doubt. Yet, before this can be done data must be collected with reference to failures in studies, and non-promotions in different schools; city-wide standards fixed upon these, and the requirements of individual schools equalized.

### Conclusion

The above will suffice to illustrate how facts may be gathered and employed in the management of the school. In the collection and use of such data a mere beginning has been made. Yet, if the spirit of scientific management is to pervade the school, if the effectiveness of the school as an institution is to be definitely measured, if the work of the teacher, as well as that of the administrator, is to be subjected to fixed tests, if personal bias and mere unsubstantiated opinion are to give way to positive knowledge, and school administration rendered effective, data similar to the above with reference to all administrative problems must be collected and employed in directing educational activities to the end that the modern school may be made to serve all the children and all the people of the community.

## II.

## ACTIVITIES AND DEVELOPMENTS

### Increasing Opportunities for Failures in High School

Since 1897 the session of our academic high schools has been from 8:00 to 12:30, with fifteen minutes intermission. With the growing complexity of modern high school work, with the introduction of science, manual training, and drawing, requiring laboratory work and double periods, the daily program of the high school has become exceedingly crowded. Though pupils have, on the average, but four studies and at the most but one exercise, nevertheless, many are busy from the time they enter school until it closes. The rush of work incident upon such a short session gave little time to the teacher to devote to the individual pupil. In consequence, our high schools became to no little extent places where pupils went to recite, and not places where they were trained in habits of study and given personal attention at the point where there was greatest need. Under these conditions the number of failures in studies was large. To make up work in studies in which they had failed, high school pupils were compelled, on the one hand, to employ private tutors, or, on the other, to attend the summer high school.

That the teacher might have time, and that pupils failing in their work might have opportunity for conference and direct assistance, an additional hour was added to the session of the academic high schools, extending the session from 1:00 to 2:00 o'clock. This additional hour makes it possible for the high school teacher to help the pupil in the study in which he is failing; to consult with him, and to guide and direct him in his work. It is believed that this arrangement is in the right direction, and will be a factor in advancing pupils through the academic high schools on time.

### Installing Luncheon Rooms in High Schools

The long morning session of our academic high schools led to the custom of high school pupils bringing light luncheons. Our high schools were, however, not equipped with luncheon rooms, and in consequence luncheons were eaten in the ordinary recitation rooms. The lengthening of the high school session made still more important, or necessary, the bringing of luncheons, particularly by those children who remain for the afternoon session. That a warm luncheon, and suitable place for eating the same, might be provided, all of our academic high schools (save Central) were equipped with luncheon rooms. Luncheon may be bought at a nominal cost by those desiring it, and a place is provided for those who from choice bring their luncheon. The establishment of these luncheon rooms will go far toward keeping our high school buildings in a sanitary condition and toward establishing helpful luncheon habits among high school pupils.

### Formation of Teachers' Beneficial Society

During the spring term, an organization was formed among the teachers known as the Cleveland Teachers' Beneficial Society. The purposes of this organization, as set forth in its Constitution, are as follows:

"Its object shall be the raising and maintaining of a fund out of which, in the case of death of any member, a sum of money shall be at once paid into the immediate family of the deceased, or to any one whom the deceased may have named as beneficiary in written application for membership, or subsequently by notification of Board of Trustees."

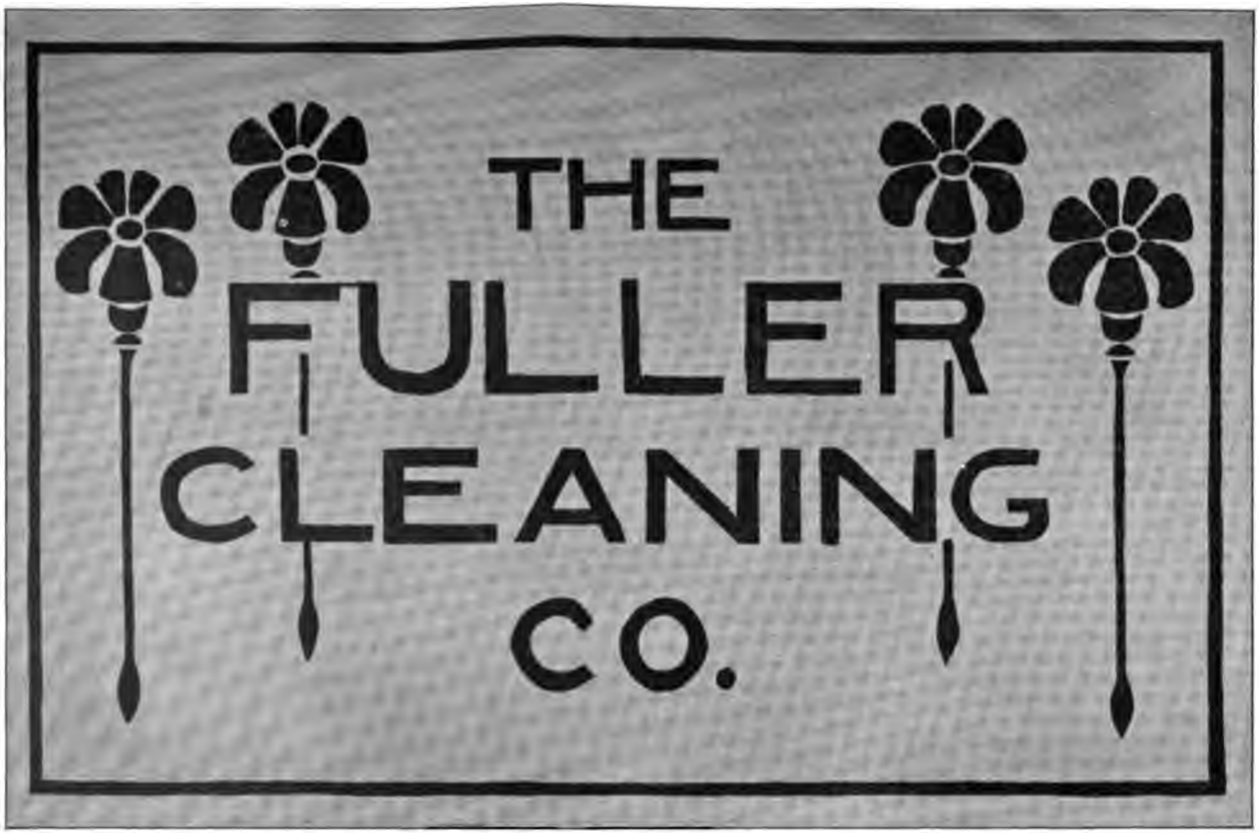
"The amount to be thus paid shall be determined as follows: So long as the membership of the Society is five hundred or upward, the amount of the benefit shall be $500.00. In case the membership falls to less than five hundred, the amount shall be as many dollars as will equal the number of members of the Society at the time of the death of member, such number to be the same as the number of dollars paid in at the last previous assessment."

"The funds of the Society shall be raised and maintained by the payment by each charter member of an initiation fee of $2.00 and an assessment in case of the death of a member of one dollar. All joining within the current school year 1909-1910 shall be regarded as charter members. Members joining subsequently to the current school year shall pay initiation fee of $3.00 and an assessment of one dollar in case of death of member. An additional assessment of not to exceed fifty cents a year for each member shall be made to cover clerical and other expenses."

The business of the Society is managed by a Board of Trustees, consisting of seven members. This Board passes upon the eligibility of applicants, issues orders for payment of death benefits and general expenses of the organization, has charge of the funds of the Society, and is responsible for their safe deposit and investment.

### Change in Method and Increasing Pay of Elementary Principals

For some time past the salary of elementary school principals was fixed primarily in view of the enrollment of



Design for a Poster—High School

the school over which the principal presided. This basis of payment tended to make the principal solicitous about the number of children in her school, and to interfere with the free transfer of children. That the principal might be freed from undue personal responsibility with regard to the enrollment of her school, and that children might be transferred without hindrance as their best interests might require, the basis of fixing the salary of the principal was changed. The principal's salary is now fixed with reference to the number of rooms in the building. Such an arrangement makes possible a definite salary schedule, and from the point of view of permanency and ease of administration is preferable to the old basis, to wit,—enrollment.

Not only was the basis of fixing the salary changed, but the salary of our principals—with the exception of a very few—was raised practically 10 percent. This is a well deserved increase for these earnest workers who bear so large a responsibility, and who return so much in service to the community.

## Increasing Maximum Salary of Elementary Teachers

In view of the preparation required, and in view of her responsibilities and long day, the salary of the elementary teacher is low. That there might be added incentive to remain in the service, and that the pay of experienced teachers might be increased, the maximum salary for elementary teachers was raised from $950 to $1000, while the maximum for training school teachers was raised to $1100. This is, to be sure, a small increase and it effects but a portion of the teachers in our elementary schools, yet any additions to the salary of elementary teachers is in the right direction, and is a step toward giving those teachers who bear the burden of educating the majority of our children, the compensation they so justly deserve.

## Inauguration of Medical Inspection

Though the importance of medical inspection has been recognized for years, and has from time to time claimed the attention of the Board of Education, it was not until April of this year that such inspection was inaugurated. Though but fairly introduced, the schools are feeling the effect of this department. Principals and teachers are gaining a larger sense of the importance of health, of the significance of proper light and ventilation, and are becoming increasingly solicitous that children receive treatment for ailments and defects which though seemingly unimportant may exert a profound influence upon life and character. This new department will without question contribute much to regularity of attendance, to good behavior, and to excellence of school work, to say nothing of the benefits in protection, comfort, and happiness which it will bring to the children themselves.

### Establishment of Free Dental Clinic

In addition to the inauguration of Medical Inspection, the health of the pupils of our schools was still further safeguarded by the opening in May of four free dental clinics. These clinics were established and maintained by the Cleveland Dental Society. During the course of the year, the pupils of 31 schools, aggregating 26,890, were examined; 372 patients were treated, and 2,217 operations were performed. In addition to addresses before the teaching body as a whole, 49 public lectures were delivered in as many school auditoriums. Instruction in oral hygiene was given at Marion School to a selected group of children. A nurse was employed to see that the instruction was applied, and a series of tests instituted with reference to the effects. These tests show that the working efficiency of this group of children was increased 37.44 per cent, and that there was a decided increase in regularity of attendance, and improvement in conduct and attitude toward the school and school work.

### The New Time Schedule

In the administration of schools, few things are more important than the time schedule, for the time schedule fixes the value placed upon the different studies, and the emphasis to be given each of these. Notwithstanding there have been radical changes in our social and industrial life, few changes have been made in the time schedule of our elementary school in more than a quarter of a century. The time, however, was at hand when the schedule should be revised. That we might be upon safe ground, the schedules of the following cities were secured: Boston, New York, Philadelphia, Rochester, Cleveland, Cincinnati, Indianapolis, St. Louis, Chicago, Milwaukee, and San Francisco. Upon the basis of these schedules an average schedule was made showing the time in minutes given to each study in each of the several grades. This average time schedule was then made the basis of the re-construction of our own schedule.

The following are the more important changes: The time in reading and language was somewhat reduced. Considerable less emphasis was given to formal grammar. The time in geography was increased, and this made possible a change in the place assigned geography. This work formerly came to an end with the sixth grade. That children might be given geographic instruction at the time when they were best prepared to take it, and that they might have a thorough review of the geography of the United States, work in this branch was assigned to the seventh and eighth grades. Similarly with writing, the time devoted to writing was increased, and instruction continued through the eighth grade. By so doing, the child receives practice in this important branch at the period when he is thinking of leaving school, and when he begins to feel the importance of this subject. Though no change was made in the time given to drawing and manual training in the fifth grade and above, more emphasis was placed upon these studies in the four lower grades. This makes possible more hand activities in the early school life of the child, and brings our primary work in direct conformity with the best theories of primary instruction. A larger place was also given to physiology, particularly in the fifth and higher grades.

These changes, making possible a different arrangement in the several grades of certain branches, and a difference in emphasis upon certain subjects, go far toward modernizing our course of study and bringing the work of our schools more directly in touch with the needs and demands of modern life.

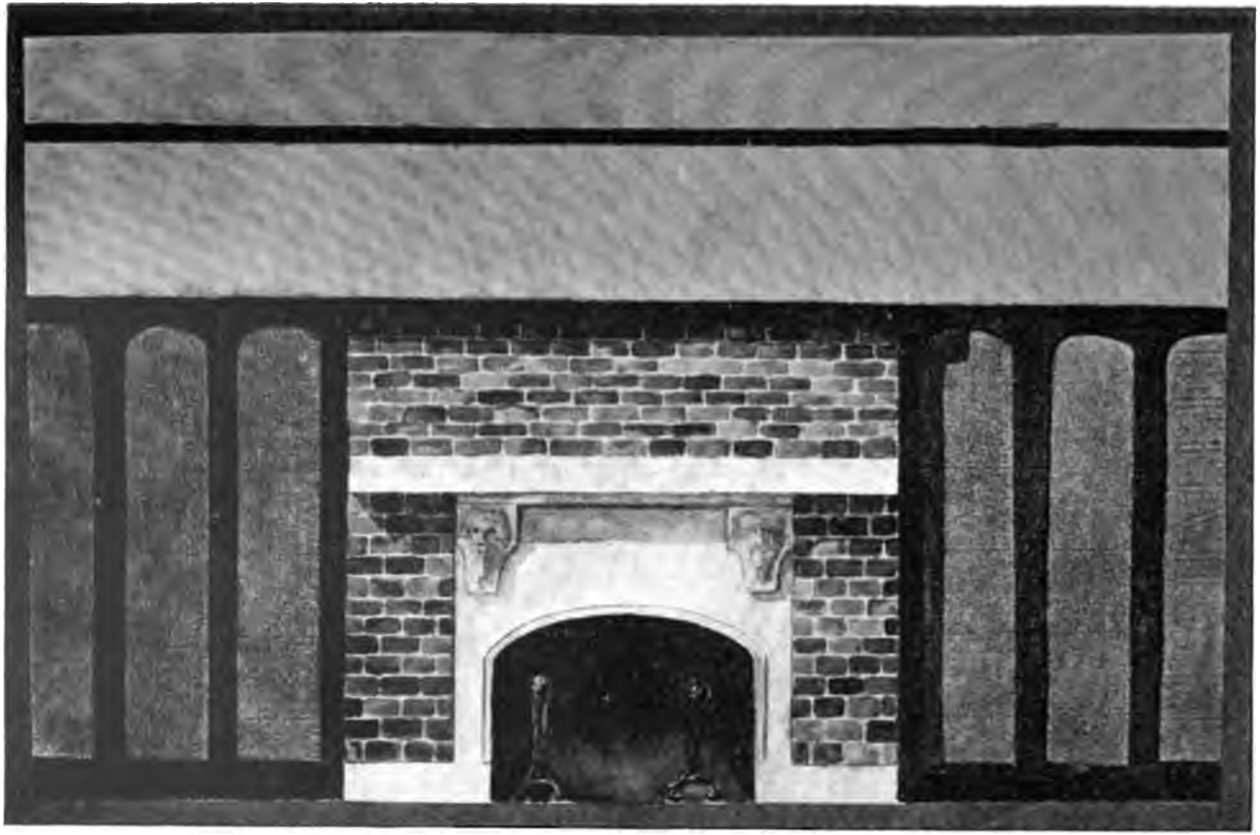
## Issuing Assignment of Work

With the growing diversity of school activities, it has become increasingly difficult for the teacher to know just what instruction is to be given in the various studies in each of the several grades of the school. That the work of our teachers might be made as definite as possible, and that they might be relieved from anxiety with regard to what was expected, an assignment of work was issued for the first time. To be sure, excellent courses of study have heretofore been published. These courses of study, however, had to do more with the ends to be attained and the methods to be pursued. In contrast, the assignment of work has to do with the materials of instruction as these are fixed by the texts in use.

This assignment of work will give unity and definiteness to our work. It will relieve teachers of doubt with regard to what is to be done and, being flexible, will make possible the adaptation of instruction to the varying needs of our children.

## New Basis of Promotion

Children in our elementary schools for some time past have been promoted solely upon the basis of their grade in grammar, arithmetic, geography, and history. That the child might be promoted his grade must be 70 per cent, in each of these studies. Such a basis of promotion disregarded the other studies and activities of the school. That all school studies and activities might be given their just



Interior Decoration—High School

place in the advancement of the pupil, and that all the abilities of the child might be taken into account, rather than one or two, the basis of promotion was so changed that children are now promoted on the basis of their average in all the branches and activities of their particular grade.

Heretofore the teacher's estimate of the work of the child counted for one-half in determining his grade, and the office test in the same subject counted for one-half. Under the new method the teacher's estimate counts for two-thirds, while the office test counts for but one-third. Such an arrangement places the main responsibility for promotion upon the teacher, who, in the last analysis, from her direct contact and acquaintance with the child, is in position to be the best judge of his abilities and right to advancement.

These changes will go far toward giving the pupil a square deal, and making it possible for all of his abilities to count in his promotion. They will go far toward lessening the interest of the child in the few subjects upon which his promotion formerly rested, and toward making all the work of the school attractive to him. They will also go far toward lessening the tendency of the teacher to over-estimate the importance of the few studies upon which promotion formerly depended, and will lead her to give to each study and activity of the school its proper place and emphasis in the daily program and in the advancement of the child.

## Opening School for the Blind

In response to a need for some local provision for the education of the blind, there was opened in the spring of 1909 at Standard School a class for blind children. Eight pupils were immediately enrolled. The following year a supervisor was engaged to direct this work and to prepare embossed text books for blind pupils.

In establishing this department it was not intended to supplant the excellent State Institution at Columbus; it was merely intended to bring within the reach of the blind children of the city the advantages of the free public school.

Sightless children are instructed by a special teacher in the use of raised letters and of other appliances employed in teaching the blind. As soon as practicable these pupils are assigned to their proper rooms where they recite for a part of the day with the seeing children. By the time they reach the third grade most of their time is spent in the regular room. They only return to the special teacher for assistance in such subjects as geography and arithmetic, in which they miss some of the illustrations. The work of these pupils during the past year has been gratifying. In two cases sightless pupils reciting in the regular room received the highest grades in their class.

The advantages of instructing blind children along with the seeing pupils are: From the financial point of view, as compared with the prevailing boarding school plan, the per capita expense to the taxpayer is reduced about 50 per cent. for it leaves the cost of the blind child's maintenance upon the parents, where it belongs. This plan keeps the blind child in contact and competition with the seeing world in which he must later live and work. It gives to the seeing class-mates a more intelligent sympathy with the blind, and a more just appreciation of their powers as well as their limitations. It keeps alive those home ties and the feeling of family responsibility which are so apt to become weakened during periods of long separation.

It is hoped that this plan will go far toward solving many of the social and economic problems arising from blindness.

### Opening of Elementary Industrial School

To meet the needs of a certain type of retarded child, our Elementary Industrial School was opened in September. The course is planned for two years. The school-day extends from 8:30 A. M. to 3:15 P. M. It is divided into nine periods, one of which is assigned to luncheon. This leaves forty periods per week for instruction and practice. One-half of these periods are devoted to academic work in English, mathematics, geography, history, and hygiene of a thoroughly practical character. The other half is devoted to industrial work, domestic economy and gymnasium practice. There are shower baths, a swimming pool, and an auditorium for assembly exercises—rhetorical, musical, stereoscopic, and general. The classes are segregated, and no attempt is made to give classes of boys and girls the same treatment in any subject.

On the industrial and economic side, the course for girls includes cooking, laundering, and other household arts, sewing and garment-making, millinery, drawing and design, and applied art. The care of the sick-room and other features of home nursing receive attention; also plumbing, the care of traps, of the sink, refrigerator, bath-room, etc. Household accounts are treated, cost of food, fuel, service, rent, typical family budgets. Class visits are made to markets and house-furnishing establishments, to factories and shops.

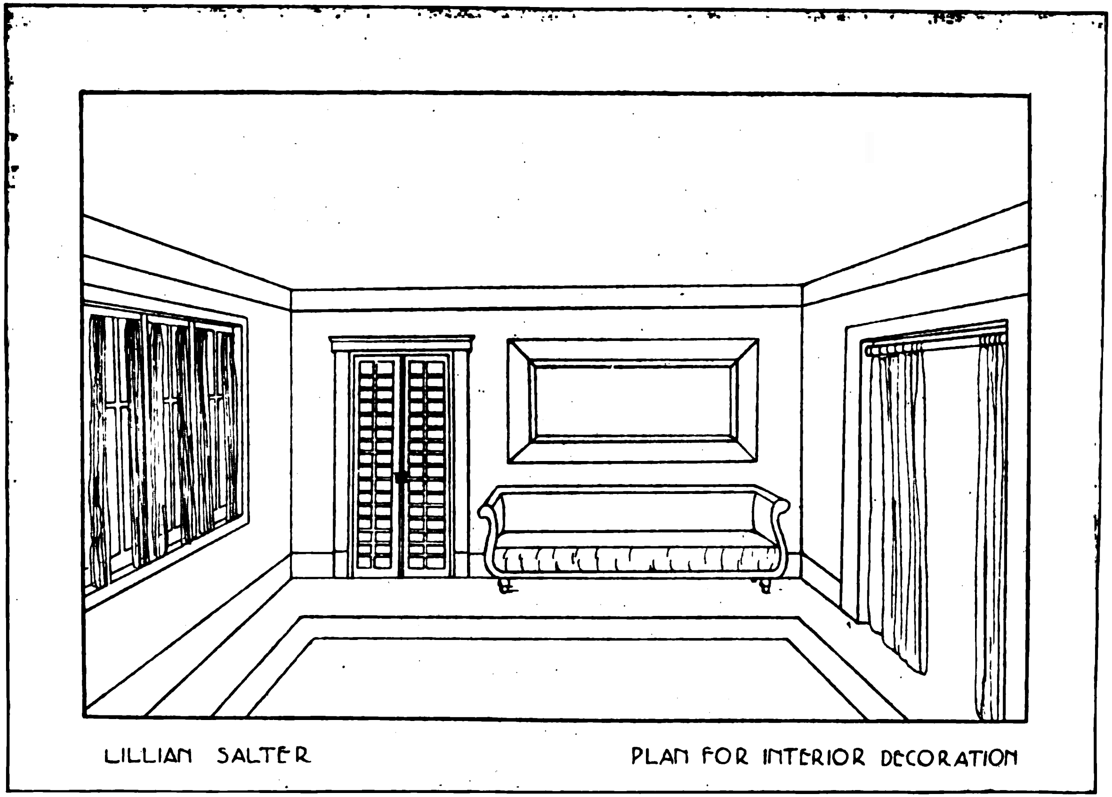
A room has been set aside which serves consecutively as living-room, dining-room, bed-room and sick-room. In the furnishing of this the boys and girls co-operate; its subsequent management is in the hands of the girls.

The industrial course for boys includes mechanical and free-hand drawing, wood-work, pattern-making, design and craft. Throughout, the work is closely related to corresponding industrial pursuits. In woodwork, problems are given presenting the systematic use of tools and general principles of construction. Simple projects are made with reference to use and beauty, and correlated with this is the work in metal, mechanical and free-hand drawing. Commercial problems are offered in appliances for school gardens, window boxes, bulletin boards, frames for school rooms, etc. House-furnishing receives consideration in conjunction with the work of the girls in their model room, as well as in connection with individual needs. Fundamental problems in building construction are solved in miniature to be applied later, it is hoped, in actual work. Metal fittings for woodwork, stains, paints, and finishes are studied and applied. Class visits are made, for definite purposes, to shops and drafting rooms, to buildings in process of construction, paint manufacturers, etc. Stress is placed upon business methods, time-card, expense, and checking system, measuring, estimating cost, bills, letters, materials, and contracts.

The effect of the new work upon the pupils is full of encouragement. Under the stimulus of kindly and consistent discipline, and of faith in their ability on the part of their teachers, and under the influence of work, in both departments of the school, that dealt with directly intelligible problems and appealed to tangible interests, the children soon found themselves, discovered that they possessed abilities heretofore doubted, detected in their academic studies values bearing upon their immediate interests and turned to these studies with feelings of good will heretofore foreign to them. As they gained in confidence, they gained in poise. With increasing self-respect there came to them increasing respect for the school and its work. With growing recognition of their social value and efficiency, they gained in individual self-assertion coupled with a deepening sense of responsibility.

Significant is the gain of the pupils in their academic work. Indifference yielded to intelligent interest; discouragement and apathy in the presence of difficulty to determined persistence and the fervor of achievement. Parents who came to visit the school expressed themselves as much pleased, praised the growing interest and ability of their children in academic as well as economic subjects, seemed to enjoy the new sensation of pride in the work and progress of their children.

A concomitant result of this growing appreciation of the value of the school is found in the steady increase in regularity of attendance. The significance of this gain is enhanced when it is remembered that many of the pupils come from great distances involving trolley trips of from six to seven miles each way and, on the part of some of them, daily walks of three or four miles to and from school.



Interior Decoration—High School

A lingering prejudice, due to misapprehension of the import of the school, that membership in its classes implied dullness, has been overcome so completely that the opening of the second year brought a number of voluntary applications from "bright" children. Moreover, a number of the pupils, some of whom had lost interest in school education, are now eager to prepare for entrance in the Technical High School.

### Opening of Summer Elementary Night Schools

Our elementary night schools have heretofore closed at the end of April. With the development of our industrial life, an increasing number of foreigners are coming to Cleveland. Many of these have completed a common school course in their own country, but are unable to speak our language, and are more or less ignorant of our history, laws, and social life. That opportunity might be given to this class of citizens, it was deemed wise to open to them a summer elementary night school in the Harmon building, eleven rooms being used. The instruction in this school was limited to simple oral and written English, to the application of arithmetic to business methods, to simple work in history and civic duties. The attendance upon this school was unexpectedly good and the results attained excellent. The establishment of summer elementary night schools thus broadens the activities of our school system, and opens to our schools a new line of service.

## III

# DOCUMENTS ILLUSTRATIVE OF THE HISTORICAL DEVELOPMENT OF THE PUBLIC SCHOOLS OF CLEVELAND

The public schools of the City of Cleveland were formally organized in 1837. For a third of a century these schools were directly or indirectly under the control of the City Council. The City Council levied taxes, made rules and regulations; in a word, bore the same relation to the schools as is now borne by the Board of Education.

The records having to do with the history and development of the public schools of Cleveland until 1868 are in consequence to a great extent scattered among the Minutes and Proceedings of the City Council. These records were on the whole inaccessible and certain of them have been lost. That those remaining might be preserved and placed at the ready service of school authorities, they have been collected and are being made a part of this report.

Among the records collected is a Survey of School Conditions and Needs, made by Mayor Willey. This survey affords an unusual picture of conditions just prior to the establishment of the first public school. There is also to be found the ordinance which authorized the establishment of our school system. Besides other interesting and valuable records are to be found the Annual Report of the Board of School Managers for 1842, 1846, and 1847, reports heretofore unpublished.

For purposes of reference these records have been classified as Ordinances, Communications, Special Reports, and Annual Reports.

# ORDINANCES

## ORIGINAL TAX LEVY—1836

### An Ordinance Providing for the Levy and Collection of a School Tax

Section 1. Be it ordained by the City Council of the City of Cleveland, That for the support of Common Schools in the city, there shall be levied and collected for the year 1836, one half of a mill on the dollar valuation upon all property in said city subject to taxation for city purposes, as the same is now listed and equalized, which tax shall be collected, at the same time, and in the same manner as is provided for the collection of the annual city tax. And the Clerk is directed to assess the Tax, hereby authorized, and place the same in a separate column on the Duplicate of Taxes for said year, to be collected agreeably to law.

JOHN W. WILLEY,
Passed June 22, 1836 Mayor.
HENRY B. PAYNE, City Clerk.

## ESTABLISHMENT OF FREE PUBLIC SCHOOLS—1837

### An Ordinance to Provide for the Establishment of Common Schools

Section 1. Be it ordained by the City Council of the City of Cleveland, That the School Committee of the Council is hereby authorized to procure, by lease, suitable buildings or rooms for the use of the city, to be occupied as school rooms, as hereinafter provided, under the authority of the city; provided that such buildings or rooms shall be appropriated by the Board of Managers of Common Schools. The expense of the lease of the same shall not exceed one-half the amount which the City Council is authorized to appropriate annually for the construction of buildings for school purposes.

Sec.. 2. The School Committee of the Council is further authorized and instructed to provide, at the expense of the city, the needful apparatus and furniture for the buildings or rooms thus provided, and the added expense of which shall not exceed the limits prescribed in the first section of this act.

Sec. 3. It is further ordained that the Board of Managers of Common Schools in the city is hereby authorized to establish, immediately, in the premises provided aforesaid, such schools of elementary education, as to them shall seem necessary, and procure instructors for the same. The term or session of such schools shall commence on the 24th day of July, instant, and continue four months, to wit: till the 24th day of November next.

Sec. 4. It being provided that such schools are to be supplied the revenue of the city set aside for said purposes, so that the expense of tuition and fuel in said schools shall not be permitted to exceed said specifed revenue.

Passed July 7th, 1837.

JOHN W. WILLEY,
Mayor.

## FIXING LENGTH OF SCHOOL YEAR—1838

### An Ordinance to Regulate Schools and Divide the First Ward Into Two Districts

Section 1. That the summer term of the Common Schools of the city which may, now or hereafter be established in the different wards, shall commence on the first Monday in May and terminate on the last Saturday of September annually, and that the winter term of said schools shall commence on the first Monday of November and terminate on the last Saturday of March annually.

Sec. 2. That the first ward shall and is hereby divided into two school districts to be known as the first and second, and bounded as follows: All that portion of said ward West of Ontario and South of Superior Street and Superior Lane, shall be embraced in one district to be known and designated as the first, and all that portion of the territory not included in the above described limits lying East and South of Ontario Street shall constitute the second district.

Sec. 3. That the Managers be directed and they are hereby empowered to procure suitable rooms for the accommodation of the Common Schools of the city for the ensuing year, subject to the satisfaction of the Council and that they proceed forthwith to discharge this and the other duties incumbent upon that office.

J. MILLS,
Mayor.

Passed May 2d, 1838.
A. H. CURTIS,
City Clerk.

## FIXING LENGTH OF SCHOOL YEAR—1840

An Ordinance to amend "An Ordinance to regulate schools and divide the first ward into two districts," passed May 2, 1838.

Section 1. Be it ordained by the City Council of the City of Cleveland, That the spring term of Common Schools of the city, which are now or may hereafter be established, shall commence the second Monday of April and terminate on the last Saturday in July, the fall term shall commence on the fourth Monday of August, and terminate on the last Saturday in November and the winter term shall commence on the second Monday of December and terminate on the last Saturday of March.

Sec. 2. That so much of the ordinance to which this is an amendment, as is inconsistent with the provisions of this ordinance, be and the same is hereby repealed.

N. DOCKSTADER,
Mayor.

Passed March 30th, 1840.
JAMES FINNEY,
City Clerk.

# POWER AND DUTIES OF SCHOOL MANAGERS—1841

## An Ordinance Defining the Duties of School Managers

Section 1. Be it ordained by the City Council that Madison Kelley, be and is hereby designated to perform the duties hereinafter specified during the pleasure of the Council and that at each annual election of the School Managers hereafter held one of the Managers elected shall be designated or appointed by the City Council to perform the said duties.

Sec. 2. It shall be the duty of the Manager designated or appointed as provided in the first section of this ordinance to keep a set of books in which he shall open an account with each teacher in the employ of the city and to make an accurate entry of all moneys paid to and of services rendered by each teacher which account shall be balanced at the end of each and every term. It shall also be his duty to keep an accurate account with each school district in which he shall make an entry of all moneys paid for the benefit of such district, whether for teaching, rent or for other purposes. Said accounts to be balanced at the end of each year.

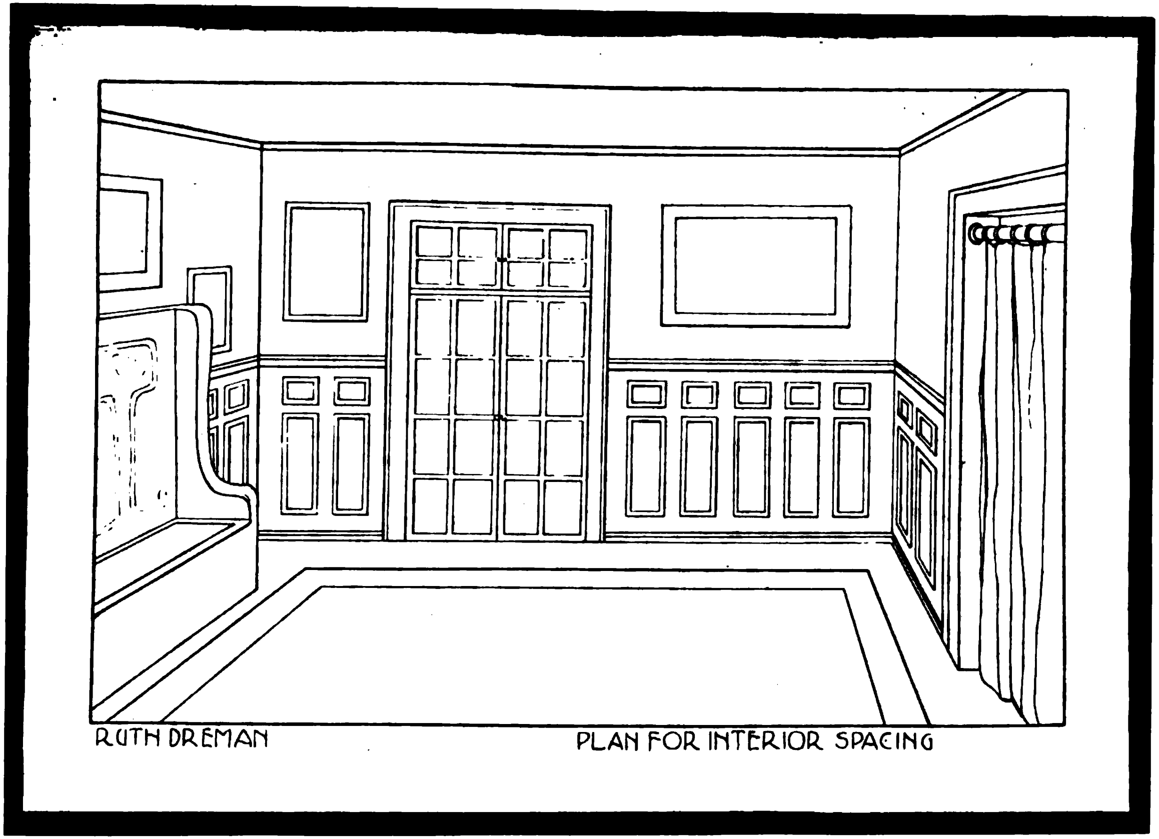
Sec. 3. The said Manager shall be required to provide fuel, take charge of the building and fixtures and certify to the Council the correctness of all accounts against the city for teaching or for rents, fuel, repairs or firtures on or about the school houses.

Sec. 4. The Manager upon whom shall devolve the duties specified in this ordinance shall receive for his special services a fair and reasonable compensation to be paid from the School House Fund.

JOHN W. ALLEN,
Mayor.

Passed June 19th, 1841.

M. KELLEY,
Clerk.



Interior Decoration—High School

# APPOINTMENT OF ACTING MANAGERS AND ESTABLISHMENT OF HIGH SCHOOL—1848

## An Ordinance for the Establishment and Regulation of Schools in the City of Cleveland

Section 1. Each ward in the city shall constitute one common school district, corresponding in its number with said ward, and the attendance upon the public schools in each district shall be confined to scholars between the ages of six and twenty-one residing therein, except as hereinafter provided in the establishment of a High School, provided that the Board of School Managers may, at their discretion admit scholars residing without the city, upon their paying in advance such sum or sums as may be prescribed by said board, under the fifty-first section of the Laws of the State of Ohio regulating common schools. Said Board shall have power to create and define such minor territorial limits for the attendance of primary scholars at the schools within each district as they may deem for the interest of the same.

Sec. 2. The school committee shall procure suitable buildings or rooms and all furniture and apparatus requisite for the accommodation of the schools of said city.

Sec. 3. That for the better classification and instruction of the more advanced scholars of the public schools of the several districts a central High School is hereby established in such location as the Council may direct—the attendance upon which shall be drawn from the more advanced classes of the other public schools and shall consist of scholars who have attended said schools for at least one term during the year next previous to their admission who shall be entitled to instruction in said school for six terms and no more, and who shall be admitted under such rules and regulations as the Board of Managers may prescribe.

Sec. 4. It shall be the duty of the Board of Managers to employ teachers and provide fuel for the schools, and to perform all other acts pertaining to their office as contemplated and provided for by the charter. That said board shall establish a uniform system of rules for the government of said schools and for the good conduct of the pupils therein—which rules shall be reported to the Council.

Sec. 5. That of each annual election of the School Managers one of their number shall be appointed and designated as the Acting Manager, whose duty it shall be to keep a set of books and open an account with each teacher and to make an accurate entry therein of all moneys paid for the benefit of each district, whether for teaching, rent or other purposes, and said accounts shall be balanced at the end of each year, and he shall procure such repairs, fixtures and appurtenances as may from time to time be necessary, not involving an amount exceeding the sum of ten dollars—for the performance of which duties, said Acting Manager shall receive a proper compensation from the city.

Sec. 6. The school year shall be divided into three terms. The spring term shall commence on the second Monday in April and continue fifteen weeks. The fall term shall commence on the last Monday in August, and continue thirteen weeks and the winter term shall commence on the first Monday in December, and continue fifteen weeks.

Sec. 7. All former ordinances coming within the purview of this ordinance are hereby repealed.

F. W. BINGHAM,
President of the City Council.

Passed July 3, 1848.

J. B. BARTLETT,
City Clerk.

# DUTIES OF COUNCIL AND OF BOARD OF MANAGERS AS DETERMINED BY STATE LAW—1848

An Act for the Better Regulation and Support of Schools in the City of Cleveland, and for Other Purposes.

Section 1. Bet it enacted by the General Assembly of the State of Ohio, That it shall be the duty of the City Council of the City of Cleveland to provide and support such number of primary and grammar schools, in each school district in said city, as may be necessary to furnish a good common school education to all children resident therein between the ages of six and twenty-one years, who may be entitled, under the general laws of the state, to admission to the common schools thereof.

Sec. 2. That the Board of Managers of common schools of said city shall hereafter consist of five persons, not more than two of whom shall reside in the same ward who shall be appointed by the City Council, on or before the first Wednesday in April of each year, and hold their offices for the term of one year and until their successors are appointed and qualified; that said Board of Managers shall be restricted, in the liabilities contracted by them for fuel and instruction, to the amount of money provided under the general laws of the state and the ordinances of the City Council, for school purposes; that said Board shall be required to establish a uniform system of rules for the government of all the schools of said city, and for the good conduct of the pupils therein.

Sec. 3. That it shall be lawful for said City Council to establish in said city a central High School, and support the same at the expense of the city; and may, at their discretion, levy such special tax on the taxable property of said city as may be necessary to purchase a suitable lot, and erect thereon a building suitable for that purpose in which High School instruction may be given in the various branches of an English education usualy taught in High Schools; to which pupils, residents of the city, shall be admitted under such rules of admission and dismissal, as said Board of Managers, with the advice and consent of the City Council, may prescribe.

Sec. 4. That for the purpose of establishing, supporting and maintaining said High School, the City of Cleveland shall hereafter constitute but one school district, but for all other purposes not inconsistent with the provisions of this act the district system now in force shall be preserved.

Sec. 5. That if any person shall mar, deface or injure any school house, out buildings, fence, furniture or other property belonging to or in the possession of either of the schools of said city, or if any scholar attending the same, every person so offending shall forfeit and pay, for each offence, a sum of not less than five nor more than twenty-five dollars, to be recovered in an action of debt before the Mayor of said city; and for all injury done to any building or property, aforesaid, by any scholar or minor, the parent or guardian of any such minor or scholar shall be obliged to pay treble the amount of damages occasioned thereby, to be recovered in an action of debt before said Mayor, at the instance of the acting school manager and in the name of said city.

Sec. 6. That so much of all acts and parts of acts as are inconsistent with the provisions of this act, be and the same are hereby repealed.

Sec. 7. That the provisions of the fifth section of this act be and the same are hereby extended to the town of Medina, Medina County; and all prosecutions under this act, in said town, shall be before the mayor of said town, and at the instance of the school directors of said town.

JOSEPH S. HAWKINS,
Speaker of the House of Representatives.
CHARLES B. GODDARD,
Speaker of the Senate.

February 18th, 1848.

## LENGTH OF HIGH SCHOOL COURSE—1850

### An Ordinance to Amend an Ordinance for the Establishment and Regulation of Schools in the City of Cleveland, Passed July 3d, 1848.

Section 1. Be it ordained by the City Council of the City of Cleveland, That the third section of said ordinance be and the same is so hereby amended that scholars in the Central High School shall be entitled to instruction therein for three years and no more.

WILLIAM CASE,
Mayor.

Passed October 10th, 1850.

J. B. BARTLETT,
City Clerk.

## BOARD OF EDUCATION AND APPOINTMENT OF SUPERINTENDENT OF SCHOOLS—1853

### An Ordinance to Provide for the Better Regulation of the Public Schools of the City of Cleveland

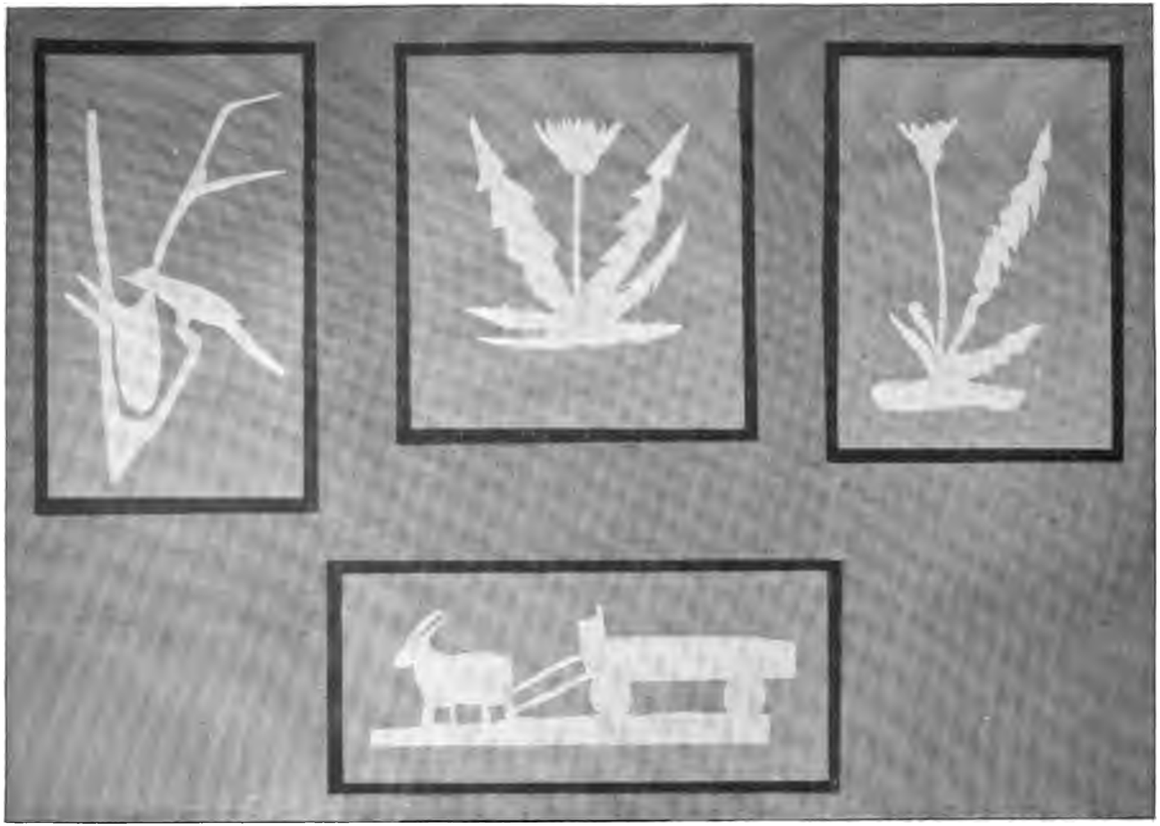
Section 1. Be it ordained by the City Council of the City of Cleveland, That on or before the first Monday in June next there shall be appointed by the City Council, seven suitable persons who shall constitute "the Board of Education for the City of Cleveland," four of whom shall be appointed for two years and three for one year, or until their successors shall be appointed and qualified, and at the expiration of the first year, there shall be appointed for two years and annually thereafter the requisite number to fill the Board, who shall hold their offices for the term of two years each.

Sec. 2. The Board of Education shall have entire management and control of the Public Schools of the city having devolved upon them all the duties and powers of the present Board of School Managers. It shall be the duty of the Board to provide suitable school apparatus and procure all necessary repairs in and about the school buildings, but no expenditure for apparatus or for repairs for any one school or school building shall be made by said Board to exceed the sum of fifty dollars unless authorized by the City Council. They shall appoint one of their number secretary who shall perform the same duties as now pertain to the office of Acting School Manager, and shall perform such other duties as the Board may prescribe. The secretary shall be entitled to such compensation for his services to be paid from the School Fund, as the City Council may allow. The Board shall be limited in their expenditures from the School Fund to the amount provided for the current year.

Sec. 3. To secure a uniform and efficient system of instruction in all the schools of the city, the Board of Education shall appoint a Superintendent of Instruction and define his duties. The Superintendent of Instruction shall be paid for his services, such compensation as the City Council may direct.

Sec. 4. It shall be duty of the Board of Education to recommend to the City Council any matter pertaining to school buildings or alterations required in District or Ward lines as from time to time the interests of the school may require, and to hold regular public meetings of the Board as often as twice every month during school terms. It shall be their further duty to recommend to the City Council the names of three suitable persons in each ward for a visiting committee to be appointed by Council whose duties shall be defined by the Board, and to provide for thorough annual examinations of all the schools and make a full report to the Council each year of the condition of the schools and of the action of the Board.

Sec. 5. All ordinances and parts of ordinances in-



Paper Cutting—Primary Grades

consistent with the provisions of this ordinance are hereby repealed.

WM. H. SHOLL,
President of the Council.

Passed June 1st, 1853.
J. B. BARTLETT,
City Clerk.

## INCREASING SIZE OF BOARD OF EDUCATION—1854

An Ordinance to Amend an Ordinance to Provide for the Better Regulation of the Public Schools of the City of Cleveland, Passed June 1st, 1853

Be it ordained by the City Council of the City of Cleveland, that Section 1 of an ordinance entitled an Ordinance to provide for the better regulation of the Public Schools of the City of Cleveland, passed June 1st, 1853, be and the same is hereby amended so as to read as follows:

Section 1. That there shall be appointed by the City Council eleven suitable persons (not more than two of whom shall reside in the same ward) who shall constitute the Board of Education. Five of whom shall be appointed to serve until the close of the summer term of said schools, A. D. 1856 and six until the close of the summer term, A. D. 1855 or until their successors are appointed and qualified and that annually (after the present year) on or before the third Wednesday in July, there shall be appointed by the City Council the requisite number to fill the Board who shall then hold their office for the term of two years.

Sec. 2. That the first section of the Ordinance to provide for the better regulation of the Public Schools of the city of Cleveland, passed June 1, 1853, be and the same is hereby repealed.

R. G. PARSONS,
Pres. of the Council.

Passed June 14, 1854.

J. B. BARTLETT,
City Clerk.

## ESTABLISHMENT OF WEST SIDE HIGH SCHOOL—1855

### An Ordinance Supplementary to an Ordinance to Establish and Regulate the Public Schools in the City of Cleveland, Passed July 3rd, 1848.

Section 1. Be it ordained by the City Council of the City of Cleveland, That the High School established by Section 3 of "an Ordinance to Establish and Regulate the Public Schools in the City of Cleveland," passed July 3d, 1848, shall, from and after the passage hereof, for the better, more general and complete classification and instruction of the more advanced scholars of the public schools of the city, exist in two divisions which shall be known and distinguished as High School East Division and High School West Division, respectively. The High School West Division to be located in that part of the City of Cleveland lying west of the Cuyahoga river, at such place as the Board of Education may hereafter recommend and the council provide and the attendance upon said divisions shall be under the Superintendent and regulation of the Board of Education.

C. W. PALMER,
President of the Council.

Passed April 7, 1855.

J. B. BARTLETT,
City Clerk.

## FIXING LENGTH OF SCHOOL YEAR—1855.

### An Ordinance to Amend an Ordinance to Establish and Regulate the Public Schools in the City of Cleveland, Passed July 3d, 1848.

Section 1. Be it ordained by the City Council of the City of Cleveland, That Section 6 of the Ordinance to Establish and Regulate the Public Schools of the City of Cleveland, passed July 3d, 1848, be amended to read as follows:

That the school year be divided into three terms. The Fall Term shall commence on the last Monday in August and continue thirteen weeks. The Winter Term shall commence on the first Monday in December and continue fifteen weeks. And the Spring Term shall commence on the first Monday in April and continue fifteen weeks.

Sec. 2. That said sixth section of the ordinance to which this is an amendment, be and the same is hereby repealed.

Passed March 28, 1855.

C. W. PALMER,
President of the Council.

J. B. BARTLETT,
City Clerk.

## REGULATING APPOINTMENT AND POWER OF BOARD OF EDUCATION—1856

### Ordinance to Provide for the Regulation of Public Schools in the City of Cleveland.

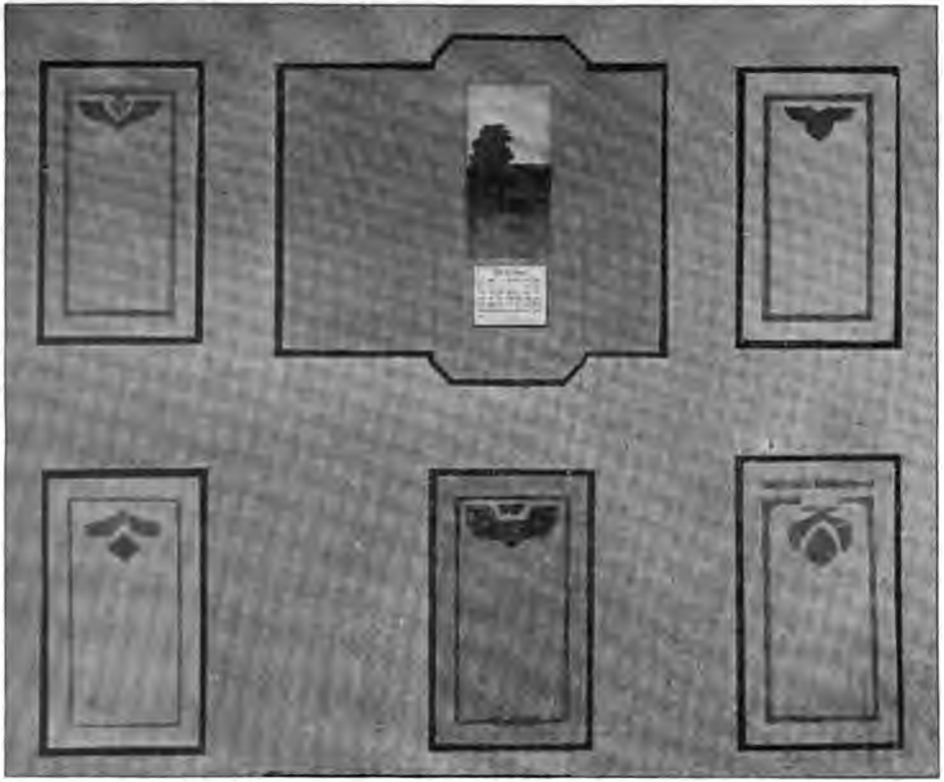
Section 1. Be it ordained by the City Council of the City of Cleveland, That there shall be appointed by the City Council, on or before the first Wednesday of April, in each year, five managers of the common schools of said city, who shall constitute the Board of Education of said city. Said managers shall enter upon their duties at the close of the summer term of the schools, and hold their offices for one year, and until their successors are appointed and qualified. They shall, before entering upon the duties of their office, make oath, faithfully and impartially to perform the duties of their office.

Sec. 2. The Board of Education shall have the entire management and control of the public schools of the city, and shall establish a uniform system of rules for the government of all schools of said city, and for the good conduct of pupils therein. It shall be restricted in the amount of liabilities contracted by it, for fuel and instruction, to the amount of money provided by the laws of the state, and the ordinances of the city. It shall employ teachers, provide fuel, and suitable school apparatus, and procure all necessary repairs for school buildings, out houses and fences; but no expenditure for any one school, or school building, shall exceed fifty dollars, unless authorized by the council.

Sec. 3. The Board shall appoint one of its own number, secretary of the Board of Education, who shall perform such duties as the Board may require. It shall, also, to secure an efficient and uniform system of instruction, appoint a superintendent of instruction, who shall perform such duties as may be required by the Board. The secretary and superintendent shall receive such compensation as the Council may determine.

Sec. 4. It shall be the duty of the Board of Education to recommend to the City Council any matter pertaining to school buildings, or alterations required in district or ward lines as from time to time the interests of the schools may require, and to hold the regular meetings of the Board as often as twice every month during the school terms. It shall be their further duty to recommend to the City Council the names of three suitable persons in each ward, for a visiting committee, to be appointed by the Council, whose duties shall be defined by the board, and to provide for thorough annual examinations of all the schools, and make a full report to the Council each year, of the condition of the schools, and the action of the Board.

Sec. 5. The Board shall, under the direction of the



Designs for Calendars—Third Grade

council, establish such primary and grammar schools, in each school district, as may be necessary to furnish a good common school education to all persons resident therein, between the ages of six and twenty-one years, who, by the laws of the state, are entitled to admission therein.

Sec. 6. The High School heretofore established, shall be, hereafter, located on Euclid Street, in the building erected for that purpose. A branch of the same shall be located in that part of the city lying west of the Cuyahoga river, at such place as the Board of Education may recommend, and the Council may provide, and shall be known as the Branch High School.

Sec. 7. The more advanced scholars of the public schools shall be admitted to the High School, upon such examination and terms, and for such length of time, as the Board of Education may prescribe.

Sec. 8. That the school year be divided into three terms. The Fall Term shall commence on the last Monday in August, and continue thirteen weeks. The Winter Term shall commence on the first Monday in December, and continue fifteen weeks. And the Spring Term shall commence on the first Monday in April, and continue fifteen weeks.

## FIXING LENGTH OF SCHOOL YEAR—1856

### An Ordinance to Amend an Ordinance to Provide for the Regulation of the Public Schools of the City of Cleveland, Passed January 10th, 1856.

Section 1. Be it ordained by the City Council of the City of Cleveland, That Section 8th of the "Ordinance to Provide for the Regulation of the Public Schools of the City of Cleveland," passed January 10th, 1856, be so amended as to read as follows:

Sec. 8. That the school year shall be divided into two sessions. The first session shall commence on the first Monday in September, and continue thirty-one weeks, with a recess from the 24th day of December to the 2nd day of January. The second session shall commence on Monday, two weeks from the close of the first session, and continue twelve weeks. The established holidays shall be, the day appointed by the Governor of the State for Thanksgiving, Washington's Birthday, and the Anniversary of our National Independence.

Sec. 2. That the 8th section of the ordinance passed January 10th, 1856, to provide for the regulation of the public schools of the City of Cleveland, be, and the same is hereby repealed.

Passed October 21st, 1856.

## COMMUNICATIONS AND SPECIAL REPORTS

### Survey of School Conditions and Need Prior to Establishment of Free Public Schools

### Communication from the Mayor on Schools

Gentlemen of the City Council:

I take the liberty of calling your attention to the subject of Common Schools in the city. I do it more readily now because the time is just at hand when an assessment for the support of schools must be authorized, if authorized at any time during the present year, and because, in the infancy of our city regulations, it is proper, in my judgment, notwithstanding the pressure of other matters, to adopt some plan indicative of the course to be pursued by the Council on the subject of Education within our limits.

By the act of incorporation you possess the power of making all needful provision for the support of schools at the expense of the city. You may divide the several wards into as many school districts as you think proper. You may purchase ground for the erection of school houses, and may erect suitable buildings thereon in every district. You may defray the expenditure necessary for these objects either by a loan, or by direct taxation on the property of the citizens.

In furtherance of the system authorized by the Charter, you are required to appoint, annually, a Board of Managers, whose duty it shall be to superintend the education of youth, to examine and employ instructors, to prescribe rules for the government and instruction of children, to cause schools to be kept in each district, to keep a census of the number taught and to report from time to time to the City Council the state and condition of the several common schools of the city, their fiscal and other concerns, as well as a particular account of their administration.

To keep these schools in operation, after suitable ground and buildings are provided, means may be relied upon from three sources—First, the assessment under the City Charter of an annual tax on all the taxable property of the city; secondly, the amount annually collected on the State Duplicate for school purposes; thirdly, the share of the city in the annual distribution of interest on the School Fund.

The annual assessment authorized under the charter may be estimated at two thousand dollars; the amount annually from the State Duplicate may be estimated at twelve hundred dollars, and the annual distribution to the city of the School Fund may be estimated equal to two hundred dollars—although in regard to the last item it is impossible to form anything more than a vague conjecture, as the neglect of those charged with the duty (a neglect too notorious to escape exposure), has left us without the return of any census of the youth between the ages of four and twenty-one in the Western Reserve to the State Auditor's office as required by law.

Upon the suppositions here made, our yearly means for the support of schools in the city is $3,200, subject to constant augmentation as the increase in objects of taxation and as our Western Reserve School fund becomes more available.

Our youth of the city between the ages of four and twenty-one probably number about 1,800, leaving, upon the estimate, at this time, a sum less than two dollars for the education of each scholar annually.

It perhaps scarcely occurs to us that we have not a single school house in the city, schools are taught in private apartments, generally rented by teachers at exorbitant prices, illy accommodating either instructor or pupil.

Youth are sent thither for instruction and the parents or guardian, deprived of the intercourse and supervision which an appropriate building would afford, pay what is exacted and leaves the government of the child to the uncertainties and errors of chance.

Private liberality may perhaps, in one or two cases, furnish exceptions to the imperfect mode of instruction; and the free schools for the poor and penniless, instituted and sustained for two years past by the munificent spirit of a few of our citizens, at which more than a hundred scholars have attended, may form an exception.

But such is the general method or rather absence of all method to which our youth are subjected in acquiring the first rudiments of science.

It is unnecessary to state that our condition in this respect is calculated to awaken the most serious and deliberate reflections. Our character, our manners, our habits, and our means require an entire change, the introduction of a liberal and well adjusted system of education in our city. And I respectfully suggest the propriety of applying such powers as the City Council possess, under the Charter, in providing ground, making preparation for the erection of buildings, arranging districts and sustaining schools throughout the city.

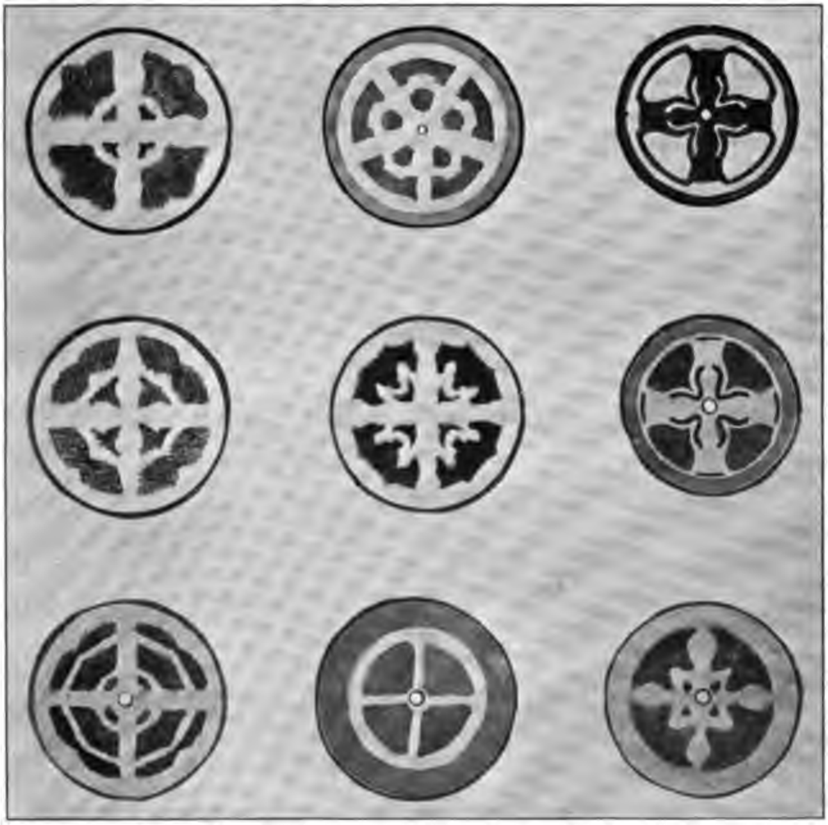
JOHN W. WILLEY,
Mayor.

May 20th, 1836.

## PAY OF TEACHERS AND COURSES OF STUDY—1837

### Report of Select Committee on School Fund

The Select Committee to whom was referred the subject of a distribution of the fund for the purpose of common schools in the City of Cleveland, beg leave to report by resolution and recommend the adoption of the following:



Designs for Pen-wipers—Fourth Grade

1. Resolved, That the mayor draw an order in favor of each teacher in the city for a sum equal to one dollar for each scholar that shall have attended said teacher's school, at least three months within the last six months.

2. Resolved, That no order be drawn under the foregoing resolution until the teacher shall have made a certified statement of the number of scholars who shall have attended said teacher's school at least three months within the last six months and been taught none other than the following branches, to-wit, Reading, Writing, Arithmetic, Geography and English Grammar.

3. Resolved, That the balance of school money in the city treasury be appropriated as soon as may be convenient to the support of free schools—one additional school in the first ward and one school in each of the other wards of the city, and that the Board of Managers of common schools make arrangements for carrying this resolution into effect.

E. BALDWIN,
N. DOCKSTADER,
H. L. NOBLE,
Committee.

Carried March 20th, 1837.

## SCHOOL CONDITIONS AND NEEDS—1839

### Report of Standing Committee.

The Standing Committee upon Schools respectfully report, That they have given the interesting subject intrusted to them the attention which could be spared from their other pressing engagements. They find that our youthful city, through the liberal precast of those who drafted its charter, the policy of our state, the faithfulness of those who have preceded us in the Council, and the labours of our School Managers have a system of free schools now in operation of which she may well be proud—(your committee, however, while they commend would not do justice to their own policies, nor to the trust reposed in them, did they not point out what appears to them defects and suggest what they believe would be improvements in the common schools of the city. The charter confines the benefits of these schools to our white population. It proposes to them that noblest of all levelling systems, the summit level of intellectual and moral cultivation while it leaves to the hand of Charity or to their own unaided efforts, the improvement of the colored race among us. This ought not to be. They should at least have one school supported as ours is by the public, where they might be elevated in intellect and morals and where this community could at once protect itself against ignorance and depravity and repay in some measures the injuries inflicted upon their race. Such an amendment of our charter as will effect this object we cannot but hope will be demanded and effected by the enlightened community to whom we owe our seats). There is another deficit which it is within the province of this Council to remedy. We refer to the want of adequate accommodations for the schools. Some of these are kept in lofts while others are stowed away in cellars and scarcely one of our eleven schools has a commodious room. This deficit though incident to the infancy of the system should be immediately remedied. We have the power and it is made our duty by the Charter to do it.

The permanency, efficiency and perfection of our system requires the erection of convenient school houses, at proper points and upon lots sufficiently ample for the accommodation of the schools. The present is a time when these sites can be obtained and these school houses erected at a moderate comparative expense. It is a time, too, when such an expenditure would prove a benefit in giving employment to a deserving and valuable portion of our community. It may be here objected that we have not the means and we may be told that our predecessors have attempted the very thing we now recommend without success because they could not obtain a loan. It is not the province of this committee to recommend systems of finance—that duty appropriately belongs to another and we shall recommend that that committee be requested to propose the proper plans. But it certainly cannot be improper for us to suggest that the CREDIT of our city, here at home at least, is sufficient to accomplish both these objects. Your committee have called to their aid and have had the advantage of the experience and judgment of the School Managers in the suggestions they are about to make.

Two systems have suggested themselves to us—One, that of procuring a sufficient number of sites to accommodate each neighborhood with a school house, in which a single school should be kept. Another, that of procuring such lots and erecting such buildings as will accommodate four schools of fifty scholars each and locating one such establishment in each school district of the city. We recommend the latter plan. It will probably be a saving of expense—it will enable the School Managers and teachers to classify their schools and classes by age and proficiency, so as to give all the full benefit of the system. It will give us buildings which will at once be an ornament and pride to the city and attractive to parents, teachers and scholars. It will accomplish another very desirable object and one which is essential to the best good of schools. It will give us a place for and secure a large attendance upon public examinations and exhibitions of our schools. It is also recommended by the State Superintendent and the State Educational Convention.

And the objection arising from the bringing of both sexes to the same place is obviated by entirely separating them both in the schools and grounds.

Your committee would therefore recommend the passage of the accompanying resolution.

All of which is respectfully submitted,

JOHN A. FOOTE,
GEO. MENDENHALL,
RICHARD HILLIARD,
Committee.

1839.

## ENLARGING THE SYSTEM—1846

### Report of Committee on Public Schools.

The Committee on Public Schools, to which was referred the subject of establishing a Boys' Department of a High School, report: That in their opinion the efficiency and usefulness of the public schools will be much advanced by the establishment of said department as recommended by the report of the School Managers and respectfully recommend the adoption of the following resolutions:

Resolved, That a Boys' Department of a High School be established.

Resolved, That the Committee on Schools be authorized to hire a school room for such High School at an expense not exceeding one hundred dollars and also to fit up said room with seats, desks, etc., at an expense not exceeding one hundred and fifty dollars.

Resolved, That said committee be authorized to receive proposals for fitting up said school room.

Adopted April 22d, 1846.

## COST, ATTENDANCE, ATTITUDE TOWARD HIGH SCHOOL—1847

### Report on High School.

To the Honorable the City Council:

The undersigned having been requested by a resolution of the Council "to report the expense incurred on account of the high school, the number of scholars attending the same from the respective wards, and the rules adopted for the regulation of said school," submit the following report:

The expenses of the school per annum are for the teacher 500 dollars, for rent 100 dollars, and have been for the past year for fuel, stove, and school apparatus 60 dollars, in all 660 dollars. In addition to the above, 150 dollars was expended by order of the City Council in fitting up the room.

The same branches have been taught and the same course of instruction pursued in this as in the grammar schools. The establishment of this "High" or Central School for the more advanced scholars has precluded the necessity of establishing during the past year an additional grammar school at about the same expense. And in the opinion of the undersigned it would be STRICTLY CORRECT to say that the expense incurred on account of the High School would not exceed the sum of 100 dollars.

There are in attendance at this school 52 boys, 31 of which are from the two districts of the first ward, 13 from the second ward and 8 from the third ward. At the commencement of the school the Board of Managers adopted the following regulations for admission, to-wit: "All boys over ten years of age who have attended any of the public schools and can procure from their instructors certificates of good moral character will be examined by the Board of Managers and admitted to the school if they shall be found to possess the following qualifications: They must be able to spell correctly in any part of the Spelling Book, to read well in common Reading, and readily tell the meaning of the words and to answer questions promptly from any part of the intellectual Arithmetic. They must have studied understandingly some approved system of written arithmetic as far as the Rules of Proportion and bear a satisfactory examination therein. They must also be familiar with the rudiments of English Grammar and Geography."

The requirements for admission have not been so strictly adhered to as they would have been had the number of applicants been greater. All who have applied at the proper time have been admitted.

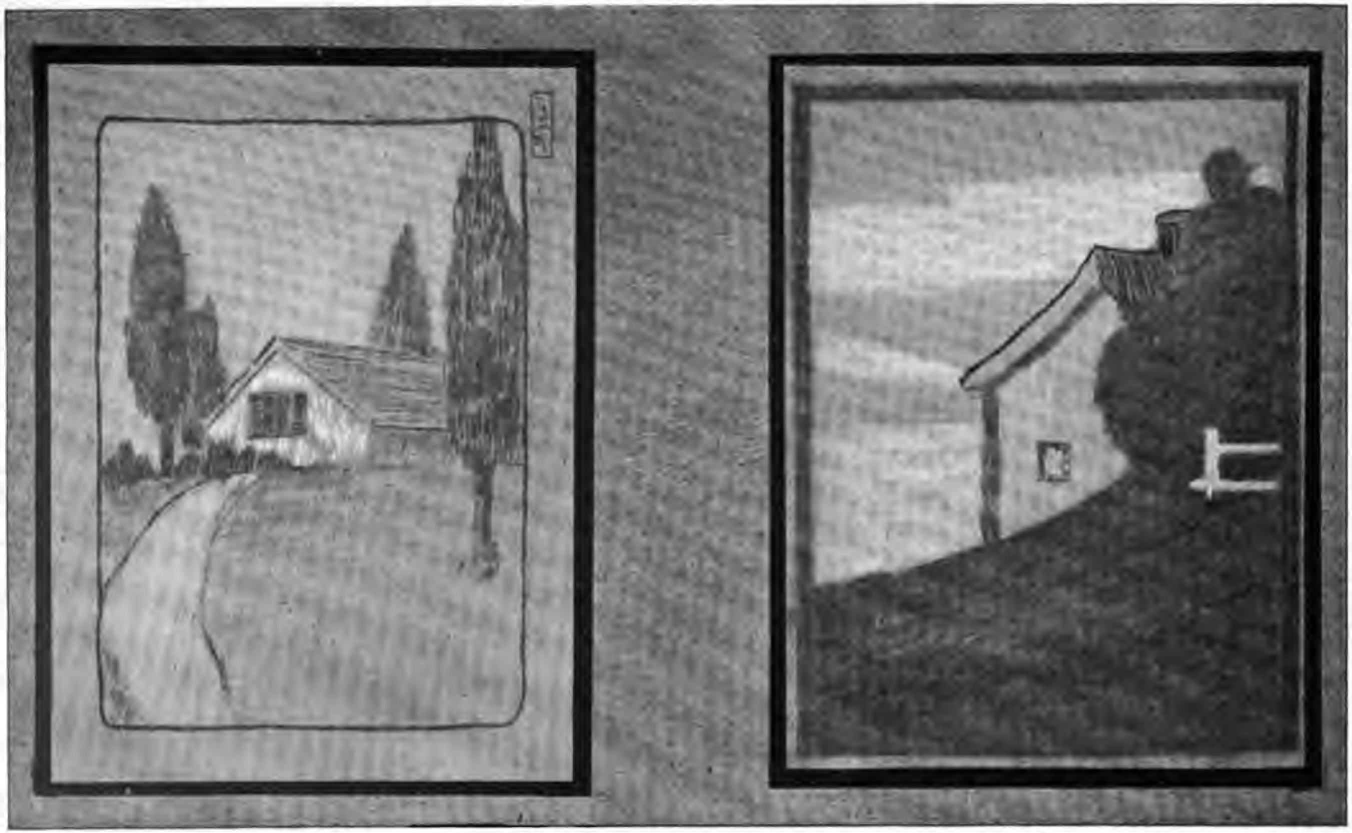
C. BRADBURN,
Acting Manager.

**March 22d, 1847.**
**Accepted and laid on table, March 24th, 1847.**

## SCHOOL CONDITIONS, COST, AND ATTITUDE TOWARD HIGH SCHOOL—1847

### Report on Schools.

This statement the committee consider erroneous. There were then four senior departments, one in each school district under competent male teachers employed at the rate of $440 per year. There could have been no urgent occasion for an additional one. Nor did the establishment of the High School lead to a reduction of the number of the first class teachers. An additional male teacher was immediately employed in the place of the instructor removed to the High School. That a demand existed for more teachers is true, but as will soon appear that demand was not for more "senior male departments." Nor is it perceptible that the establishment of the High School has furnished any actual relief to the overcrowded state of the common schools. So that the whole cost of the school must be considered as having been incurred for the exclusive benefit of the pupils attending it. The average attendance for the year will not exceed 50, and the average cost to the city will not vary much from $18 per scholar. The cost for the 1,500 in the common schools is believed to be about $3.00 for each child. This distinction is not made in favor of those who stand in the greatest need of instruction or who are the least able to educate themselves, but almost exclusively for the still further advancement of those who for the last five or seven years have enjoyed the advantages of by far the best instructor in the city, and who in all the branches of practical instruction are already thoroughly educated. Everything claimed for this school on account of its surpassing excellence and the distinguished ability of its principal is cheerfully conceded, but in the opinion of the committee it is far more desirable that all the children of the city should receive some education than that a small class should be highly educated. A glance at the condition of the common schools and at that of the great majority of the children of the city who have equal claims for an edu-



Composition in Landscape—Eighth Grade

cation will most conclusively show that the money expended on this school ought to be appropriated elsewhere.

By the census it appears there are in the city over four years of age, 3,455 distributed as follows, in the first ward 1,482, second ward 1,129, third ward 844. Of these 840 have attended the common schools during the last term in the first ward, 431 in the second ward, and 326 in the third ward. Leaving in the first ward 642, in the second ward 698 and in the third ward 518, in all 1,858 who are not in attendance at these schools or deriving any benefit therefrom—deduct the 52 in the High School and a liberal number for those who would not probably attend any school and there will still remain one-half of the children of the city who must resort to select schools or grow up uneducated unless room is found for them in the common schools. But what is the condition of the common schools?

| | | |
|---|---|---|
| In the First Ward— | The Vineyard Lane School had on its regular during the last term | 235 scholars |
| | Prospect—Senior department | 137 scholars |
| | Prospect—Primary Female department | 105 scholars |
| | Prospect—Primary Male department | 105 scholars |
| | Kinsman—Primary Male department | 133 scholars |
| | Kinsman—Primary Female department | 125 scholars |
| | Total First Ward | 840 scholars |
| In the Second Ward— | Senior department | 180 scholars |
| | Primary Male department | 144 scholars |
| | Primary Female department | 107 scholars |
| | Total Second Ward | 431 scholars |
| In the Third Ward— | Senior Male department | 60 scholars |
| | Senior Female department | 56 scholars |
| | Primary Male department | 113 scholars |
| | Primary Female department | 97 scholars |
| | Total Third Ward | 326 scholars |

These statistics furnish the strongest evidence of the overcrowded condition of the common schools. No teacher ought to have charge of more than from 60 to 80 scholars—nor can a greater number be congregated in one room without prejudice to the health and improvement of the children. The charge of 180 scholars is altogether too great for a single teacher. It is impossible for him to do justice to them or to himself. The value of instruction is so seriously impaired that to the majority of the children mingling in such a crowd, it is rendered comparatively worthless. A great reform in this respect is demanded in every part of the city. There ought to be established at least four or five additional primary departments to relieve the present schools, and as many more for the accommodation of those who are now virtually excluded from the schools. This would furnish immediate and substantial relief to all the departments and especially to the senior department in each ward, where in fact the facilities for obtaining a thorough common school education may be increased and extended as far as practicable under a public school system, and made certain and convenient to the children in every part of the city. This reform will be attended by a heavy increase of expense. It may not be accomplished in one year nor in two years, but if this policy is adopted and steadily persevered in but a few years will elapse before the praiseworthy design of the free school system will be accomplished. And when it can with truth be said that every child in the city is furnished with an opportunity of obtaining without cost a thorough practical education in all the primary and essential branches usually taught in common schools, then will it be time enough to provide for the advancement of a few into the higher departments of science.

At present the amount expended on the High School would suffice to supply instruction in the primary department to over 300 children, who are now shut out of school. The school fund is inadequate for both objects. Nor will any serious injury follow from a discontinuance of the High School. The excellent instructor of that school will cheerfully resume his labors in the common school if it is deemed expedient for him to do so. Those lads in that school who have not completed their common education will in their respective wards enjoy the same privileges with the other children in their district, while those who are qualified to graduate ought not to complain if some few of the opportunities which they have so long improved should now be extended to the destitute children of the city.

The preamble and resolutions, therefore, so far as they declare it inexpedient to continue the High School as a charge on the common school fund, the committee report back and recommend their adoption.

The remaining resolution which contemplates the establishment of a High School on the plan of requiring a tuition fee not exceeding $6.00 per year and an appropriation of an amount equal thereto from the general fund, the committee report back without recommending any action upon it.

Respectfully submitted,
H. B. PAYNE,
JNO. ERWIN,
Accepted April 3d, 1847. Select Committee.

## SCHOOL CONDITIONS, COST, AND ATTITUDE TOWARD HIGH SCHOOL—1847

### Minority Report.

The undersigned member of the committee to whom was referred the preamble and resolutions relating to the public schools of the city, begs leave to report,

That disagreeing with the majority of said committee, he feels impelled by a sense of duty to submit the following considerations and resolutions:

The undersigned is not a lawyer and therefore would not for a moment set up his own opinion against that of his colleagues of the second ward. But having the opinions of able lawyers whom he would trust, without hesitation, in his own business affairs, he is forced to the conclusion that there are not legal objections to the existence of the High School. In the opinion of the undersigned the power to classify scholars to designate the schools for them to attend and to direct what text books shall be used are clearly given to the Board of Managers, by the 20th and 22d sections of the Charter.

He has attended the last examination of the High School and found it not to be an academic institution but an almost perfect model of what a common school should

In view of the whole subject, the undersigned recommends the adoption of the following resolutions:

Resolved, That the High School be sustained and by the school fund.

Resolved, That the primary and senior departments of the common schools be established wherever the wants of the city require them.

All of which is respectfully submitted,

CHARLES HICKOX.

Accepted April 30th, 1847.

## CONDITION OF SCHOOLS AND SCHOOL NEEDS—1850

### Report of School Committee on the Subject of Enlarging the School Buildings.

The Committee on Schools, to whom was referred the communication of School Managers in reference to the crowded condition of the second ward schools, beg leave to report,

That they have visited the schools on Rockwell and St. Clair Streets and find that the need of increased accommodations is urgent in the extreme.

At the Rockwell Street School house 455 scholars are registered in three rooms, under four teachers, average attendance 320, that the average attendance in the senior school for the past two terms has been 150, obliging three to sit in each desk, which is barely sufficient to accommodate two, that this interfered with some of their school exercises besides being uncomfortable and unhealthy, that complaints by parents of the crowded condition of these schools are frequent, and that many do not send their children there on this account, that in the opinion of this committee the best and most economical way to remedy the difficulty is to add another story to said school building which will give one-third more school room and admit of two more teachers, the expense would be about:

At the St. Clair school 300 are registered with an average attendance at the two rooms of 200. This building is adapted for but two teachers. Your committee are of the opinion that four teachers are requisite, which requires that a second story shall be added to this building, also which will probably cost about:

That your committee have also inquired for a suitable lot for school purposes in the eastern part of the first ward, that they think that a lot owned by Mr. Low, 60 feet front by 150 deep on Granger Street is the most eligible of any known to be for sale, that a school building in that section is urgently needed and that no time should be lost in establishing one.

Your committee would therefore offer the following resolutions:

Resolved, That the Committee on Schools negotiate for the purchase of the lot on Granger Street designated in their report and report at the next Council, the terms on which it can be procured.

Resolved, That the Committee on Schools be and are hereby authorized to contract for the addition of one story to each of the school buildings in the second ward to the lowest bidder, to be completed by the 20th of August; terms of payment, one-half on the 20th day of March, 1851, and the balance on the 20th of March, 1852; bonds to be issued with interest on the completion of the work to the acceptance of the Committee on Schools.

A. McINTOSH,
C. WILLIAMSON,
I. GILL,
Committee on Schools.

Report accepted and resolutions adopted July 3d, 1850.

## SCHOOL CENSUS—1854.

To the Honorable City Council of the City of Cleveland:

The Board of Education respectfully represent that the School Census for the current year has been completed and shows the following results:

Children between the ages of five and twenty-one in the City of Cleveland, October, 1854:

| | Male | Female | Total |
|---|---|---|---|
| First Ward, white | 1083 | 1237 | 2320 |
| colored | 46 | 37 | 83 |
| Second Ward, white | 690 | 845 | 1535 |
| colored | 18 | 10 | 28 |
| Third Ward, white | 612 | 616 | 1228 |
| colored | 9 | 5 | 14 |
| Fourth Ward, white | 752 | 890 | 1642 |
| colored | 12 | 16 | 28 |
| Fifth Ward, white | 625 | 537 | 1162 |
| Sixth Ward, white | 601 | 636 | 1237 |
| Seventh Ward, white | 177 | 184 | 361 |
| Eighth Ward, white | 242 | 201 | 443 |
| Ninth Ward, white | 393 | 412 | 805 |
| Tenth Ward, white | 242 | 206 | 448 |
| Eleventh Ward, white | 406 | 336 | 742 |

| | |
|---|---|
| Total—5823 white males | 85 colored males |
| 6100 white females | 68 colored females |
| 11923 white | 153 colored |

Children in all, 12076—showing an increase over last year's census.

Respectfully submitted,

S. H. MARTIN,

Accepted November 21st, 1854. Secretary.

## ANNUAL REPORTS.

### Report of Board of Managers of Common Schools—1837-8

The board of Managers of the common schools in this city respectfully submit their annual report for the year 1837-8.

At the commencement of the last year, the Bethel Free School was in operation, supported by the city. It was conducted in two departments, for boys and girls respectively, by a male teacher and female assistants. It had upon its lists 140 pupils, and an average attendance of 90. The annual expenses for tuition were about $700.

The ordinance for the establishment of common schools within the city was passed in July. Under this ordinance suitable rooms for schools were provided by the School Committee of the Council, in reference to which, three school districts, comprising the whole city, were allowed by the Board as soon as possible. Two schools for the sexes respectively were opened in each district, which were sustained somewhat short of four months, up to the 24th of November, as limited in the ordinance. Three male and three female teachers were employed for the full term. The average attendance at each school was not less than 40 pupils, and the whole expense for tuition $640.82. The winter term commenced on the 1st of December, and continued to the 1st of April. Six schools, as before, were opened at the time, and an increased number being necessary, a child's school, in addition, was established in each of the two more populous districts. Eight schools, therefore, during the winter were sustained, employing three male and five female teachers. There were 840 names on the school lists, and an aggregate average attendance of 468. The expense for tuition was $868.62.

The schools have been wholly free and open to all within their districts legally admitted to their privileges. The boys and girls have been entirely separate, the former taught by male and the latter by female teachers. The child's schools were designed for the younger scholars of both sexes, and are taught by female teachers. The teachers have been critically examined before being employed, and the schools duly inspected, as required by the charter. The wages given, have been, to female teachers $5 per week, and to male teachers $40 per calendar month. A uniform selection of books has been prescribed by the managers, which, by arrangements with the teachers, have been furnished to the schools at wholesale prices.

In October a census was taken under the direction of the Board of Managers of all persons within the city between the age of four and twenty-one. The number was found to be 2,132, viz.: in the first ward, 918, in the second

599, and in the third 665. The number reported from the teachers' lists during the last term are: Total of pupils 840; in the boy's schools, 413, in the girl's schools 268, in the child's schools 168; between the ages of four and eight 328, between eight and fourteen 403, over fourteen 113.

The concern of fuel during the year, has been chiefly left with the School Committee of the Council. The expense in that department has not probably exceeded $125.

The aim of the Board of Managers, during the late year, has been to commence the establishment of a system of schools answering to the intentions of the city charter, to be supported by the definite income of the treasury appropriated to this object.

The school income of the city for the last year amounted to $2,830, the tax of the city for school purposes, being one-half of a mill, and the general school tax claim through the county treasury, one mill and a half. The increase of the state tax by the late law will raise the amount to $3,500. The city being authorized to increase its own tax to one million, the Common School Fund might be increased to $4,300. The expense of sustaining twelve district schools on the present plan, with eight female and four male teachers, for ten months of the year, would be $3,300. By this plan three schools are established in each district, the boys and girls being separate, and the younger children by themselves, being so divided as to be conducted with most efficiency and economy. Such a number of schools would accommodate an average of 720 pupils, which is a third of the whole number privileged to attend.

Some inequality during the last year in the management of the schools has resulted from the want of suitable rooms in the second ward. Accommodations for the permanent schools are particularly needed for the use of that ward. In reference to the location of our present school houses and the convenience of the citizens, it is important that a fourth school district should be regularly established.

## REPORT OF BOARD OF MANAGERS OF COMMON SCHOOLS—1838-9

The proceedings of the Board of Managers previous to the spring term of 1838, have been fully disclosed in a former report submitted to the City Council at the close of the winter term for that year; but as it was not at that time understood, it was thought advisable again to present the same, that in connection with the present brief statements, the proceedings of the Board from the commencement of their duties under the ordinance of July, 1837, up to the present time, may be more fully made known to the Council.

On the 1st of May, 1838, there were commenced nine schools; four of them taught by male and five by female teachers. In the first district of the first ward, one male and two female teachers were employed, and in each of the other districts were employed one male and two female teachers, who were continued through a term of five months.

The winter term commenced with the same number of teachers being employed in the several districts, with the addition of one other female school in the third ward, and an additional female school was opened on the 3d of December in the first district of the first ward, all of which were continued through the term. In the several schools have been taught the common English branches of education; in some of the schools considerable progress has been made in the higher branches, as history, the natural sciences, etc.

The number of scholars who have attended these schools is 823, the average attendance has been 588, making the present number attending schools quite too many, and being only about one-fourth of the number of youths in the city who are legally privileged to attend.

The compensation to the teachers has been at the same rate as during the last year; the expense of fuel during the winter term has been $112.

The treasurer reports $4,048.83 of school fund in the treasury.

The unpaid expenses of the past term, subject to be drawn from this fund, are some $515, which will leave a balance of over $3,500.

SILAS BELDEN,
HENRY SEXTON,
HENRY H. DODGE,
Board of Managers.

Cleveland, April 3d, 1839.

## REPORT OF THE BOARD OF COMMON SCHOOL MANAGERS—1841-2.

To the Honorable Common Council of the City of Cleveland,

Gentlemen:

The undersigned, Board of School Managers, beg leave respectfully to submit the following report:

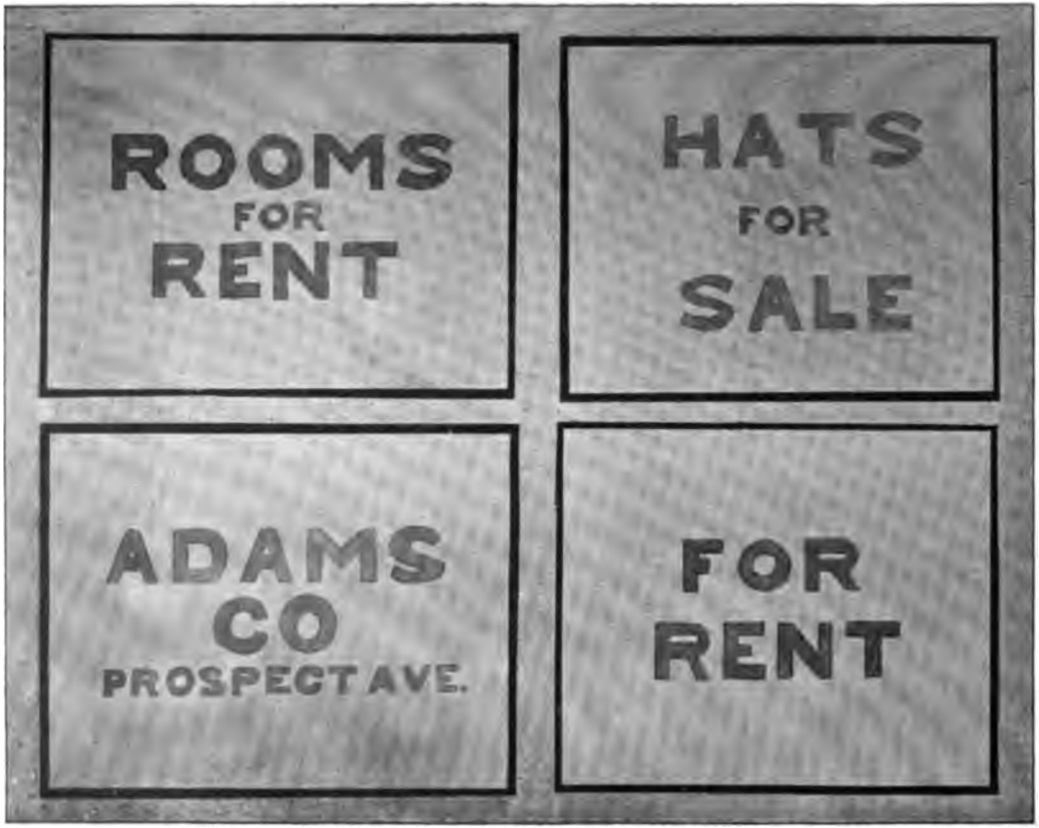
| | |
|---|---|
| There has been expended the current year for Tuition.............. | $3116.58 |
| There has been expended the current year for Fuel................. | 191.21 |
| Add to this the amount due Teachers, March 21, 1842.............. | 699.00 |
| And the total amount expended for Tuition and Fuel the past year is.. | 4006.79 |

Owing to the late Re-Valuation Law of the State, the amount to be derived in future for the support of schools will be diminished over $1,100 annually. Thus the amount collected for schools under the tax for 1840 was $4,232.23, while the amount collected under the new valuation in 1841 which is subject to order for the current expense of tuition and fuel the ensuing year is only...............$3,127.22

Assuming that the present rates paid for teachers and fuel are continued, there will be a deficit from the last year, at the close of the present of.................................... 879.57

$ 4,006.79

As the school money is collected in advance of its disbursement no immediate embarrassment is apprehended in continuing the schools under present arrangements through the year. We have deemed it advisable, however, to make this statement to the Council, in order that if considered necessary, some suitable provision for the future might be made.



Lettering, Window Signs—Fourth Grade

The present rate paid for male teachers is $40.00 per month. Deduct two months in the year for vacation and it is believed that the annual compensation ($400) is as low as will command good preceptors, and lower than is paid in neighboring cities. The female teachers receive $5.00 per week.

The present number of schools is fifteen. In the summer months it is believed that two of these can be discontinued. During the winter season, however, we think it would be unprofitable to reduce the number without serious inconvenience. It is presumed that most of the Council are aware that about 1,200 children are usually in attendance through the winter season, and that over a hundred have in some instances been crowded together in one room.

To provide for this and other attending difficulties has been the solicitude of the directors and in conclusion they would express a confidence that the present condition of the city schools is as prosperous and flourishing as could reasonably be expected.

All of which is respectfully submitted,

C. BRADBURN.
G. WILLEY,
M. KELLEY,
C. STETSON.

Referred to Committee on Schools, March 29, 1842.

## ANNUAL REPORT OF BOARD OF MANAGERS OF COMMON SCHOOLS—1845-6

To the Honorable City Council:

The Board of Managers in compliance with the requirements of the city charter submit the following report:

There have been in operation during the year ending March 28th, 13 schools taught by 4 male and 12 female teachers. The former have been paid $10 per week and the latter from $4 to $5.

There have been in attendance during the last term 1,500 scholars, and an average daily attendance of 936.

giving to each school an average daily attendance of 72 and each teacher 58. There has been expended during the year for schools, school houses and incidentals, $5,600, of this amount $4,000 has been paid for teaching and for fuel.

There has been an increase over the previous year of 200 scholars, and one assistant teacher. An additional grammar school will be required for the present year, or the establishment of a Boys' Department of a High School; which it is supposed will afford sufficient relief to the present grammar schools, to enable them to receive all who wish to attend.

The establishment of a High School has been repeatedly urged by former managers and is again recommended by this board. The establishment of the Boys' Department the present year, will not much exceed the expense of another grammar school, and will obviate for the present its necessity. The estimate for the next year are for 14 schools. For fuel and tuition, $4,900. There is now in the treasury for the use of this fund $3,547.95, leaving $1,352.05 to be provided for by taxation; total $4,900.

The St. Clair street school house is very much out of repair, and is inconveniently arranged for schools. The lot is valuable and it is believed it can be sold, for a sum sufficient to purchase a lot in a more suitable place and to erect a commodious house.

As good schools can hardly be expected without good school houses, the attention of the Council to this subject is earnestly requested.

The teachers have generally performed their arduous duties to the satisfaction of the board and with one or two exceptions there has been a marked and decided progress in discipline as well as in normal and mental improvement.

Irregular attendance of scholars continues to be the great obstacle to improvement. The disarrangement of classes necessarily attendant on this irregularity increases very much the labors of the teachers and in some schools has almost paralyzed all their efforts.

Some parents as well as children seem to think that "what costs them nothing is worth nothing," and so great has this evil become that it can only be obviated by the adoption of some measures that will exclude from the schools all scholars who will not attend with regularity and promptness.

In the government of the schools the teachers have been required to adopt such discipline as would be exercised by a kind and judicious parent in this family, and to avoid corporal punishment in all cases when other means would answer.

The barbarous system of flogging has been abandoned in our army and nearly so in the navy of all civilized nations, and it is surely time that an attempt was made to get rid of it in our schools. "It is a sad exchange for a scholar, when the rod that beats into him a knowledge of grammar or arithmetic; drives out of him all manly feeling and excites within him all his worse passions. The moral loss, surely exceeds the mental gain." Our public schools are intended to furnish the means of aducation to all, the funds for their support are derived from a tax on property, the burden of which consequently falls mainly on the rich, and their only indemnity is the improved moral condition of the population and if this is effected, it is a full indemnity, and the best safeguard that can be had for property and the permanency of our institutions.

Instruction in music is given by some of the teachers to their schools, without much success regarding it as a science, but as a delightful exercise in the labors of the school, it is regarded as worthy of encouragement.

The examinations of the schools, as at present conducted are necessarily very superficial. They are generally conducted by the teachers who can very easily so average their questions, that very little can be learned by the examination of the progress of the school. To obviate this, and for the general improvement of the schools the undersigned recommend the appointment of a "Board of Visitors" to consist of the Mayor and three other persons whose duty it shall be to visit each school as often as once in each term and report to the Board of Managers, the condition of the schools and suggest to them any improvement or alteration either in the instruction or discipline that they may deem profitable or expedient. Cleveland, April 10th, 1846.

Respectfully submitted,

C. BRADBURN, Manager.

Accepted and published, April 22d, 1846.

## ANNUAL REPORT OF BOARD OF MANAGERS OF COMMON SCHOOLS—1846-7

To the Honorable, The City Council:

In compliance with the requirements of the city charter the Board of Managers submit the following report:

There has been in operation during the past year 14 schools, taught by 5 male and 14 female teachers at an aggregate expense of $5,937.05, of which $4.422 was paid for teaching, $128 for fuel, $200 for managers' salary and $1,187.05 for rent of buildings and the ordinary incidental expenses of the schools. Of this amount $4,500 was drawn from the school fund, and $1,387.05 from the General Fund.

The expenditure for teachers' wages and fuel has been $300 less than the estimate at the commencement of the year by the Acting Manager, which was occasioned by the discontinuance of the senior male department of No. 4 and the addition of one week to the usual vacation. The salary of the teacher of the High School has been $500 and the principals of grammar schools $440 per year. The female teachers have been paid from $2 to $5 per week.

The following table exhibits some of the statistics of the schools for the term ending March 27th:

| School | Location | Names of Teachers | Sex | Average Age | Whole Number | Aerage Number | Number Expelled | Number Re-admitted | Algebra | Composition | Grammar | Drawing | Philosophy | History | Arithmetic | Reading—Spelling | Geography | Writing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| High | Prospect St. | Andrus Freese | Male | 14 | 52 | 43 | 1 |  | 52 | 52 | 52 | 32 | 25 | 52 | 40 | 52 | 32 | 52 |
| No. 1 | Vineyard | W. G. Lawson, Princ. | Male | 9 | 235 | 177 | 8 | 1 | 3 | 16 | 26 | 10 | 3 |  |  | 235 | 40 | 75 |
|  | Lane | Nancy Denison, Asst. | Fem. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. 2 | Prospect St. | Henry Childs, Princ. | Male | 12 | 137 | 94 | 9 | 2 | 11 | 65 | 54 | 70 |  |  | 132 | 137 | 60 | 137 |
|  |  | Elizabeth Munk, Asst. | Fem. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Primary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Mary Doan | Male | 7½ | 105 | 80 | 4 | 2 |  |  |  | 20 |  |  | 28 | 105 | 18 | 12 |
|  |  | Pamela Baker | Fem. | 8 | 96 | 65 | 2 | 1 |  |  |  | 30 |  |  | 20 | 96 | 28 |  |
| No. 3 | Rockwell St. | A. D. Lafkin, Princ. | Male | 12 | 180 | 119 | 5 | 3 | 9 | 40 | 40 | 20 | 7 | 21 | 180 | 180 | 140 | 100 |
|  |  | Mary Howard, Asst. | Fem. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Primary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Anna H. Kneeland | Male | 10 | 144 | 99 | 3 | 1 |  |  |  |  |  |  | 36 | 144 | 30 | 6 |
|  |  | Olive Meck | Fem. | 8 | 107 | 71 | 3 | 1 |  |  | 30 |  |  |  |  | 107 |  |  |
| No. 4 | St. Clair St. | John Coon | Male |  | 60 | 40 | 4 | 3 |  | 10 | 12 | 18 |  |  | 60 | 60 | 18 | 46 |
|  |  | Mary C. Clements | Fem. | 12½ | 56 | 42 | 3 | 1 |  | 45 | 20 | 3 |  |  |  | 56 |  | 50 |
|  |  | Emma Budow | Fem. | 7 | 97 | 60 | 2 | 1 |  | 3 |  |  |  |  |  | 97 |  | 14 |
|  |  | Elizabeth West | Male | 8 | 113 | 80 |  |  |  |  |  | 40 |  |  |  | 113 |  | 12 |
| No. 5 | Kinsman St. | Sarah Foster | Male | 9 | 137 | 79 | 4 | 2 |  | 17 | 15 |  |  |  | 29 | 137 | 29 | 46 |
|  |  | C. C. Humphrey | Fem. | 8 | 133 | 71 |  |  |  | 12 | 12 | 10 |  |  | 23 | 133 | 23 | 20 |
|  |  | Miss Bronson & Gorcester, Assts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1652 | 1120 | 48 | 18 | 75 | 260 | 261 | 253 | 35 | 73 | 548 | 1652 | 418 | 570 |

There has been an increase of 152 scholars over the previous year and it is very gratifying to the Board to be able to report a still greater increase in the average daily attendance, this has been 184 over the previous year. To provide for the increase of scholars an addition of three primary schools will be required. The estimate for the ensuing year is made for 17 schools and is for instruction and fuel, $5,800. This estimate includes the expense of a female department of the High School as recommended by his Honor, the Mayor, and which is understood by the undersigned to be now under consideration by the Council. To meet this expense there is now in the hands of the Treasurer $6,040.62.

For a more efficient examination of the schools and for their general improvement, former Boards of Managers have recommended to the Council the appointment of a "Board of Vistors" and for the improvement of the schools in the third ward, the sale of the lot and buildings now occupied and the erection of a more convenient building on a cheaper lot. The undersigned fully concur in both of the recommendations and would respectfully ask for them the consideration of the Council.

No. 1 has been removed from the Bethel to a very commodious room on Vineyard Lane, sufficiently large to accommodate 125 scholars. By a reference to the annexed table it will be seen that the attendance has been over 200. This school must be relieved by the establishment of a primary school in that neighborhood, or the very efficient services of the principal and his excellent assistant will be to a great extent lost to the city.

No. 2, this school has long been regarded as one of the best in the city and its former reputation is well sustained by its present teachers. It is crowded to some extent but not sufficiently as to require any immediate relief, or to seriously impair the usefulness of the school.

No. 3, the senior male and female department of this school have been united, since which the improvement in mental and moral culture has been such that it is now regarded as equal to any school of its class in the city. The primary department of this school has been crowded to excess and has required from the able and faithful teachers, who have had them in charge an amount of labor for which their salaries have been no adequate compensation. Two of the primary schools recommended to be established are required for the relief of this school, and the better accommodation of the residents in the east part of the district.

No. 4. It has been the practice of a large number of the scholars attending the senior male department of this school during the winter term to be absent through the spring and summer terms. Such being the condition of the school it was thought advisable to merge this school in the primary department which was done and permission given to the more advanced scholars to attend No. 2 and 3 at their option. A male teacher was again employed for the winter term and was attended by about 60 scholars who manifested a good degree of improvement until near the end of the term, when very unfortunately for the school, the teacher was required to leave to assume the duties of city clerk. A gentleman every way qualified was procured to take charge of the school but the scholars were so much dissatisfied that on the day appointed for examination more than half of them were absent. The managers deemed it expedient to discontinue the school for the balance of the term, and report the delinquent scholars to their successors for discipline. The other departments of this school have been successfully conducted by faithful and competent teachers.

No. 5 has had no change of teachers during the year. Both departments are under the charge of females who have had much experience in their profession. The school has been crowded to excess during the winter term. The progress made both in discipline and instruction has convinced the managers that it is perfectly practical for even large schools to be profitably conducted by female teachers.

Early in the commencement of the year the Council directed the establishment of the Boys' Department of a High School which was immediately complied with and has been in successful operation during the year. The establishment of this school was a cherished object with former managers. Expectation was high in regard to it, but it is believed that the most sanguine anticipation of the Council to whose liberality it owes its existence has been thus far fully realized. It has enabled the managers to make a more profitable classification of scholars, has incited a healthy spirit of emulation and elevated the standard of education in the other schools. Its location is not in all respects desirable but is the best that can be found. The discipline of the school has been strict and unyielding and effected by an appeal to the minds and hearts of the scholars rather than to their physical sensibilities. The moral tone of the school has been highly gratifying to the managers. It is not within their knowledge that profane language is used by any of the scholars. The instruction in this school is designed to be thorough and substantial and to be confined to the solid and useful branches of education. No studies are pursued whose practical value can in any way be questioned. The school has thus far had sufficient capacity to meet the wants of all applicants.

A female department of this school is required, to extend to girls the advantage now so profitably enjoyed by the boys. The undersigned would respectfully represent to the Council that it is their firm conviction that this system of classification is essential to the success of our public schools, and that it is the only way in which they can be made in truth, what they are in name, "Common Schools," "Common to all;" good enough for the rich, and cheap enough for the poor, such schools as will meet the wants of all classes in the community.

A teacher of vocal music was employed during the spring term, who gave instruction in all the schools at an expense of $100. Since then most of the regular teachers have very profitably continued this useful exercise.

In conclusion the undersigned would ask for the schools, a continuance of that enlightened and liberal support they have heretofore received, and for their successors in office, a generous confidence.

April 20th, 1847.

C. BRADBURN,
T. HANDY,
WM. DAY,
SAMUEL STARKWEATHER.

Accepted and ordered printed, April 21st, 1847.

## PART II.

## IV

# Statistical Report for School Year 1909-1910

## General Statistics

### Normal School

| | |
|---|---|
| Total registration | 205 |
| Average daily attendance | 163.3 |
| Number teachers (exclusive of training teachers and principals) | 7.8 |
| Average number pupils per teacher (on registration) | 26.2 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $90.09 |

### Academic High Schools

| | |
|---|---|
| Number | 7 |
| Total registration | 4436 |
| Average daily attendance | 3872.4 |
| Number whole time teachers (exclusive of principal) | 184.7 |
| Number teachers (when two having all double periods counted as one according to Board Rule) | 167.3 |
| Average number pupils per teacher (on Board Rule count and registration) | 26.4 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $64.94 |

### Technical High School

| | |
|---|---|
| Number | 1 |
| Total registration | 1102 |
| Average daily attendance | 923.6 |
| Number whole time teachers (exclusive of principal) | 51.4 |
| Number teachers (when two having all doubled-period subjects are counted as one according to Board Rule) | 40.4 |
| Average number pupils per teacher (on Board Rule count and registration) | 27.2 |
| Per capita cost (exclusive of maintenance and on registration) | $64.94 |

### High School of Commerce

| | |
|---|---|
| Number | 1 |
| Total registration | 458 |
| Average daily attendance | 390.0 |
| Number whole time teachers (exclusive of principal) | 22.4 |
| Number teachers (when two having all double-period subjects are counted as one according to Board Rule) | 21.4 |
| Average number pupils per teacher (on Board Rule count and registration) | 21.4 |
| Per capita cost (exclusive of maintenance and on registration) | $82.28 |

### Regular Elementary School

| | |
|---|---|
| Number | 84 |
| Total registration | 61668 |
| Average daily attendance | 52539.0 |
| Number teachers (exclusive of principals) | 1515.7 |
| Regular teachers | 1397.7 |
| 1st Grade | 260 |
| 2nd Grade | 208.5 |

| | |
|---|---|
| 3rd Grade | 190.1 |
| 4th Grade | 194 |
| 5th Grade | 167.7 |
| 6th Grade | 147.9 |
| 7th Grade | 118.5 |
| 8th Grade | 111 |
| Special teachers: | |
| German | 91 |
| Manual Training and Cooking | 27 |
| Average number pupils per teacher (on regular teachers and registration) | 44.1 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $21.06 |

## Backward School

| | |
|---|---|
| Total registration | 328 |
| Average daily attendance | 251.8 |
| Number teachers (exclusive of principal) | 11.5 |
| Average number pupils per teacher (on registration) | 28.5 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $25.07 |

## School for Blind

| | |
|---|---|
| Total registration | 12 |
| Average daily attendance | 7.8 |
| Number teachers (exclusive of principal) | 1 |
| Average number pupils per teacher (on registration) | 12 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $68.68 |

## Boys' School

| | |
|---|---|
| Total registration | 657 |
| Number teachers (exclusive of principal) | 7 |
| Average number pupils per teacher (on registration) | 35 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $13.76 |

## School for Cripples

| | |
|---|---|
| Total registration | 13 |
| Average daily attendance | 12 |
| Teachers | 1 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $50.05 |

## Deaf School

| | |
|---|---|
| Total registration | 97 |
| Average daily attendance | 85.2 |
| Number teachers (exclusive of principal) | 9.6 |
| Average number pupils per teacher (on registration) | 10.1 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $102.62 |

## Elementary Industrial School

| | |
|---|---|
| Total registration | 152 |
| Average daily attendance | 118.6 |
| Number teachers (exclusive of principal) | 7 |
| Average number pupils per teacher (on registration) | 21.7 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $43.62 |

## Special Schools of Individual Instruction

| | |
|---|---|
| Number | 14 |
| Total registration | 237 |
| Average daily attendance | 180.3 |
| Number teachers | 14 |
| Average number pupils per teacher (on registration) | 16.9 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $44.82 |

## Kindergarten

| | |
|---|---|
| Total registration | 5537 |
| Average daily attendance | 3112.9 |
| Number teachers | 105 |
| Average number pupils per teacher (on registration) | 52.7 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $12.56 |

## Evening High School

| | |
|---|---|
| Total registration | 2065 |
| Average weekly attendance | 1409 |
| Number teachers (exclusive of supervisor) | 88 |
| Average number pupils per teacher (on registration) | 23.4 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $6.59 |

## Evening Elementary School

| | |
|---|---|
| Total registration | 4608 |
| Average daily attendance | 1087 |
| Number teachers (exclusive of supervisor) | 69 |
| Average number pupils per teacher (on registration) | 66.7 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $2.92 |

## Summer High School

| | |
|---|---|
| Total registration | 258 |
| Average daily attendance | 222.5 |
| Number teachers | 5 |
| Average number pupils per teacher (on registration) | 51.6 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $3.90 |

## Summer Grammar School

| | |
|---|---|
| Total registration | 1027 |
| Average daily attendance | 853 |
| Number teachers | 28 |
| Average number pupils per teacher (on registration) | 36.6 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $4.22 |

## Summer Boys' School

| | |
|---|---|
| Total registration | 140 |
| Average daily attendance | 25.5 |
| Number teachers | 1 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $1.33 |

## Summer Manual Training School

| | |
|---|---|
| Total registration | 131 |
| Average daily attendance | 68.5 |
| Number teachers | 2 |
| Average number pupils per teacher (on registration) | 65.5 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $2.20 |

## Summer Primary School

| | |
|---|---|
| Total registration | 1133 |
| Average daily attendance | 647.5 |
| Number teachers | 32 |
| Average number pupils per teacher (on registration) | 35.4 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $1.86 |

## Summer Kindergarten

| | |
|---|---|
| Total registration | 536 |
| Average daily attendance | 361.8 |
| Number teachers | 16 |
| Average number pupils per teacher (on registration) | 33.5 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $1.85 |

## Summer Playgrounds

| | |
|---|---|
| Total registration | 743 |
| Average daily attendance | 390 |
| Number teachers | 4 |
| Average number pupils per teacher (on registration) | 185.7 |
| Per capita cost of instruction (exclusive of maintenance and on registration) | $0.39 |

# SPECIAL STATISTICS

## Academic High Schools

## Table XII

## Enrollment and Attendance

| ENROLLMENT | Boys | Girls | Totals |
|---|---|---|---|
| Total number registered less transfers.. | 2056 | 2380 | 4436 |
| Number leaving ...................... | 27 | 54 | 81 |
| Number withdrawals .................. | 288 | 226 | 514 |
| Number remaining .................. | 1741 | 2100 | 3841 |
| Average daily attendance............... | 1788.7 | 2083.7 | 3872.4 |

### DISTRIBUTION OF ATTENDANCE

| Time | Boys | Girls | Total | Per cent of whole No. |
|---|---|---|---|---|
| Attending entire year............. | 230 | 219 | 449 | 10.12 |
| Attending 9/10 of year............ | 1305 | 1602 | 2907 | 65.53 |
| Attending 8/10 of year............ | 178 | 228 | 406 | 9.15 |
| Attending 7/10 of year............ | 64 | 58 | 122 | 2.77 |
| Attending 6/10 of year............ | 51 | 57 | 108 | 2.43 |
| Attending 5/10 of year............ | 50 | 41 | 91 | 2.05 |
| Attending 4/10 of year............ | 36 | 31 | 67 | 1.51 |
| Attending 3/10 of year............ | 42 | 37 | 79 | 1.78 |
| Attending 2/10 of year............ | 35 | 41 | 76 | 1.71 |
| Attending 1/10 of year............ | 27 | 33 | 60 | 1.35 |
| Attending less than 1/10 of year... | 38 | 33 | 71 | 1.60 |
| Total (equal No. Registered)...... | 2056 | 2380 | 4436 | |

## Table XIII
## Distribution of Pupils by Ages and Classes

| AGES | FIRST YEAR |  |  | SECOND YEAR |  |  | THIRD YEAR |  |  | FOURTH YEAR |  |  | TOTAL BY AGES |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 12 Years ....... | 4 | 19 | 23 |  |  |  |  |  |  |  |  |  | 4 | 19 | 23 |
| 13 " ....... | 64 | 103 | 167 | 3 | 1 | 4 |  |  |  |  |  |  | 67 | 104 | 171 |
| 14 " ....... | 267 | 327 | 594 | 55 | 46 | 101 | 6 | 4 | 10 | 0 | 1 | 1 | 328 | 378 | 706 |
| 15 " ....... | 233 | 256 | 489 | 224 | 275 | 499 | 48 | 66 | 114 | 4 | 1 | 5 | 509 | 598 | 1107 |
| 16 " ....... | 106 | 122 | 228 | 154 | 206 | 360 | 161 | 230 | 391 | 48 | 43 | 91 | 469 | 601 | 1070 |
| 17 " ....... | 27 | 21 | 48 | 85 | 77 | 162 | 120 | 144 | 264 | 175 | 204 | 379 | 407 | 446 | 853 |
| 18 " ....... | 8 | 3 | 11 | 21 | 17 | 38 | 51 | 39 | 90 | 113 | 117 | 230 | 193 | 176 | 369 |
| 19 " ....... | 1 | 1 | 2 | 5 | 1 | 6 | 7 | 5 | 12 | 49 | 37 | 86 | 62 | 44 | 106 |
| 20 " ....... | 1 | 2 | 3 | 2 | 2 | 4 | 2 | 3 | 5 | 12 | 7 | 19 | 17 | 14 | 31 |
| Total by classes.. | 711 | 854 | 1565 | 549 | 625 | 1174 | 395 | 491 | 886 | 401 | 410 | 811 | 2056 | 2380 | 4436 |
| Below normal age | 68 | 122 | 190 | 58 | 47 | 105 | 54 | 70 | 124 | 52 | 45 | 97 | 232 | 284 | 516 |
| Normal age...... | 500 | 583 | 1083 | 378 | 481 | 859 | 281 | 374 | 655 | 288 | 321 | 609 | 1447 | 1759 | 3206 |
| Above normal age | 143 | 149 | 292 | 113 | 96 | 210 | 60 | 47 | 107 | 61 | 44 | 105 | 337 | 377 | 714 |

## Table XIV

## Distribution of Pupils by Courses and Classes

| COURSES | FIRST YEAR | | | SECOND YEAR | | | THIRD YEAR | | | FOURTH YEAR | | | TOTAL BY CLASSES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Classical ................ | 175 | 286 | 461 | 125 | 237 | 362 | 75 | 206 | 281 | 87 | 189 | 276 | 462 | 918 | 1380 |
| Entering first time...... | 170 | 275 | 445 | 118 | 228 | 346 | 73 | 203 | 276 | 87 | 186 | 273 | 448 | 892 | 1340 |
| Previously entered ..... | 5 | 11 | 16 | 7 | 9 | 16 | 2 | 3 | 5 | | 3 | 3 | 14 | 26 | 40 |
| Scientific ................ | 536 | 568 | 1104 | 415 | 378 | 793 | 318 | 285 | 603 | 299 | 211 | 510 | 1568 | 1442 | 3010 |
| Entering first time...... | 507 | 554 | 1061 | 373 | 358 | 731 | 293 | 279 | 572 | 278 | 200 | 478 | 1451 | 1391 | 2842 |
| Previously entered ..... | 29 | 14 | 43 | 42 | 20 | 62 | 25 | 6 | 31 | 21 | 11 | 32 | 117 | 51 | 168 |
| Commercial ............. | | | | 9 | 10 | 19 | 2 | 0 | 2 | 15 | 10 | 25 | 26 | 20 | 46 |
| Entering first time...... | | | | 9 | 10 | 19 | 2 | 0 | 2 | 15 | 10 | 25 | 26 | 20 | 46 |
| Previously entered ..... | | | | | | | | | | | | | | | |
| Total by years............ | 711 | 854 | 1565 | 549 | 625 | 1174 | 395 | 491 | 886 | 401 | 410 | 811 | 2056 | 2380 | 4436 |

# TABLE XV

## Distribution of Registration, No. Leaving, Withdrawals, Promotions, Non-Promotions—By Courses

| | CLASSICAL | | | SCIENTIFIC | | | COMMERCIAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Total registration | 462 | 918 | 1380 | 1568 | 1442 | 3010 | 26 | 20 | 46 |
| Per cent of total registration of school | 10.41 | 20.69 | 31.10 | 35.34 | 32.50 | 67.85 | .58 | .45 | 1.03 |
| Number leaving for private, parochial or public schools other than Cleveland | 3 | 22 | 25 | 24 | 32 | 56 | 0 | 0 | 0 |
| Per cent leaving on total registration | .64 | 2.39 | 1.81 | 1.53 | 2.21 | 1.86 | 0 | 0 | 0 |
| Number withdrawals | 42 | 63 | 105 | 243 | 263 | 406 | 3 | | 3 |
| Per cent of withdrawals from school | .94 | 1.42 | 2.36 | 5.47 | 3.67 | 9.15 | .06 | | .06 |
| Per cent of withdrawals on total registration | 9.09 | 6.86 | 7.60 | 15.49 | 11.30 | 13.48 | 11.53 | | 6.52 |
| Number remaining | 417 | 833 | 1250 | 1301 | 1247 | 2548 | 23 | 20 | 43 |
| Per cent remaining: | | | | | | | | | |
| On total registration in course | 90.25 | 90.74 | 90.57 | 82.97 | 86.47 | 84.65 | 88.46 | 100.00 | 93.47 |
| Number promotions | 381 | 791 | 1172 | 1120 | 1149 | 2269 | 22 | 20 | 42 |
| Per cent of promotions: | | | | | | | | | |
| On total registration in course | 82.46 | 86.16 | 84.92 | 71.42 | 79.67 | 75.38 | 84.60 | 100.00 | 91.30 |
| Number non-promotions | 36 | 42 | 78 | 181 | 98 | 279 | 1 | 0 | 1 |
| Per cent of non-promotions: | | | | | | | | | |
| On total registration in course | 7.79 | 4.57 | 5.65 | 11.54 | 6.79 | 9.26 | 3.84 | 0 | 2.17 |

## Table XVI

Distribution of Registration, No. Leaving, Withdrawals, Promotions, Non-Promotions—By Classes

| | FIRST YEAR | | | SECOND YEAR | | | THIRD YEAR | | | FOURTH YEAR | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Totat registration....... | 711 | 854 | 1565 | 549 | 625 | 1174 | 395 | 491 | 886 | 401 | 410 | 811 | 2056 | 2380 | 4436 |
| Entering class first time | 677 | 829 | 1506 | 500 | 595 | 1095 | 369 | 482 | 851 | 379 | 396 | 775 | 1925 | 2302 | 4227 |
| Number leaving for | | | | | | | 26 | 9 | 35 | 22 | 14 | 36 | 131 | 78 | 209 |
| Previously entered.... | 34 | 25 | 59 | 49 | 30 | 79 | | | | | | | | | |
| private, parochial or public schools other than Cleveland... | 9 | 16 | 25 | 9 | 25 | 34 | 4 | 11 | 15 | 5 | 2 | 7 | 27 | 54 | 81 |
| From entering class first time........... | 9 | 16 | 25 | 8 | 25 | 33 | 4 | 11 | 15 | 4 | 2 | 6 | 25 | 54 | 79 |
| From previously entered | | | | 1 | 0 | 1 | | | | 1 | | 1 | 2 | | 2 |
| Number withdrawals.... | 114 | 84 | 198 | 89 | 85 | 174 | 58 | 35 | 93 | 27 | 22 | 49 | 288 | 226 | 514 |
| From entering class first time.......... | 100 | 78 | 178 | 66 | 76 | 142 | 51 | 33 | 84 | 25 | 19 | 44 | 242 | 202 | 448 |
| From previously entered | 14 | 6 | 20 | 23 | 9 | 32 | 7 | 2 | 9 | 2 | 3 | 5 | 46 | 20 | 66 |
| Per cent of withdrawals on total registration .......... | 16.03 | 9.84 | 12.65 | 16.21 | 13.60 | 14.82 | 14.68 | 7.12 | 10.49 | 6.73 | 5.36 | 6.04 | 14.00 | 9.49 | 11.58 |
| Number remaining...... | 588 | 754 | 1342 | 451 | 515 | 966 | 333 | 445 | 778 | 369 | 386 | 755 | 1741 | 2100 | 3841 |
| From entering class first time.......... | 568 | 735 | 1303 | 427 | 494 | 921 | 313 | 438 | 751 | 350 | 375 | 725 | 1658 | 2042 | 3700 |
| From previously entered | 20 | 19 | 39 | 24 | 21 | 45 | 20 | 7 | 27 | 19 | 11 | 30 | 83 | 58 | 141 |

## Table XVI—Continued

## Distribution of Registration, No. Leaving, Withdrawals, Promotions, Non-Promotions—By Classes

| | First Year | | | Second Year | | | Third Year | | | Fourth Year | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| **Per cent remaining:** | | | | | | | | | | | | | | | |
| On total registration........ | 82.70 | 88.29 | 85.75 | 82.14 | 82.40 | 82.28 | 84.30 | 90.63 | 87.81 | 92.01 | 94.14 | 93.09 | 84.67 | 88.23 | 86.58 |
| Number promotions ........... | 533 | 716 | 1249 | 376 | 470 | 846 | 284 | 403 | 687 | 330 | 371 | 701 | 1523 | 1960 | 3483 |
| From entering class first time | 515 | 700 | 1215 | 353 | 455 | 808 | 268 | 396 | 664 | 313 | 360 | 673 | 1449 | 1911 | 3360 |
| From previously entered..... | 18 | 16 | 34 | 23 | 15 | 38 | 16 | 7 | 23 | 17 | 11 | 28 | 74 | 49 | 123 |
| **Per cent of promotions:** | | | | | | | | | | | | | | | |
| On number remaining....... | 90.64 | 94.96 | 93.09 | 83.37 | 91.26 | 87.57 | 85.28 | 90.67 | 88.30 | 89.43 | 86.11 | 92.84 | 87.47 | 93.33 | 90.67 |
| On total registration......... | 74.96 | 83.83 | 79.80 | 68.48 | 75.20 | 72.06 | 71.89 | 82.07 | 77.53 | 82.29 | 90.48 | 86.43 | 74.07 | 82.35 | 78.51 |
| Number non-promotions ....... | 55 | 38 | 93 | 75 | 45 | 120 | 49 | 42 | 91 | 39 | 15 | 54 | 218 | 140 | 358 |
| From entering class first time | 53 | 35 | 88 | 73 | 43 | 116 | 48 | 42 | 90 | 37 | 14 | 51 | 211 | 134 | 345 |
| From previously entered..... | 2 | 3 | 5 | 2 | 2 | 4 | 1 | 0 | 1 | 2 | 1 | 3 | 7 | 6 | 13 |
| **Per cent of non-promotions:** | | | | | | | | | | | | | | | |
| On number remaining....... | 9.35 | 5.03 | 6.92 | 16.62 | 8.73 | 12.42 | 14.71 | 9.34 | 11.69 | 10.50 | 3.58 | 7.15 | 12.52 | 6.66 | 9.32 |
| On total registration......... | 7.73 | 4.44 | 5.94 | 13.66 | 7.20 | 1 .22 | 12.40 | 8.55 | 10.27 | 9.72 | 3.65 | 6.65 | 10.60 | 5.88 | 8.07 |

## Table XIX

## Distribution of Pupils by Studies and Failures in Each *

| STUDIES Subjects running more than year indicated I II III IV | Total Enrollment | | | Number Remaining | | | Failures | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Per cent. on No. Rem'g |
| Latin | 1201 | 1666 | 2867 | 998 | 1477 | 2475 | 109 | 98 | 207 | 8.2 |
| I Latin | 610 | 692 | 1302 | 478 | 590 | 1068 | 66 | 49 | 115 | 10.7 |
| II Latin | 349 | 431 | 780 | 290 | 376 | 666 | 36 | 32 | 68 | 10.2 |
| III Latin | 126 | 303 | 429 | 120 | 280 | 400 | 7 | 13 | 20 | 5.0 |
| IV Latin | 116 | 240 | 356 | 110 | 231 | 341 | | 4 | 4 | 1.1 |
| German | 1152 | 1204 | 2356 | 977 | 1124 | 2101 | 81 | 33 | 114 | 5.4 |
| I German | 482 | 443 | 925 | 385 | 411 | 796 | 52 | 22 | 74 | 9.2 |
| II German | 376 | 362 | 738 | 322 | 336 | 665 | 26 | 10 | 36 | 5.4 |
| III German | 168 | 259 | 427 | 150 | 243 | 393 | 3 | 1 | 4 | 1.0 |
| IV German | 126 | 140 | 266 | 120 | 134 | 254 | | | | |
| French | 31 | 115 | 146 | 29 | 104 | 133 | 2 | 1 | 3 | 2.2 |
| Greek | 30 | 50 | 80 | 27 | 50 | 77 | | 1 | 1 | 1.2 |
| I Greek | 5 | 22 | 27 | 5 | 22 | 27 | | 1 | 1 | 3.7 |
| II Greek | 12 | 11 | 23 | 10 | 11 | 21 | | | | |
| III Greek | 13 | 17 | 30 | 12 | 17 | 29 | | | | |
| American History & Civics | 299 | 137 | 436 | 275 | 129 | 404 | 7 | 5 | 12 | 2.9 |
| English History | 203 | 351 | 554 | 170 | 321 | 491 | 11 | 11 | 22 | 4.4 |
| Mediaeval & Modern History | 63 | 195 | 258 | 54 | 175 | 229 | 3 | 3 | 6 | 2.6 |
| Ancient History | 406 | 485 | 891 | 354 | 443 | 797 | 22 | 23 | 45 | 5.6 |
| Oratory | 386 | 482 | 868 | 368 | 468 | 836 | 57 | 28 | 85 | 10.1 |
| English | 2030 | 2349 | 4379 | 1736 | 2129 | 3865 | 80 | 41 | 121 | 3.1 |
| I English | 685 | 843 | 1528 | 574 | 762 | 1336 | 32 | 19 | 51 | 3.8 |
| II English | 534 | 599 | 1133 | 441 | 520 | 961 | 26 | 11 | 37 | 3.8 |
| III English | 82 | 247 | 329 | 67 | 229 | 296 | 7 | 7 | 14 | 4.7 |
| English (College) | 312 | 240 | 552 | 268 | 219 | 487 | 11 | 3 | 14 | 2.8 |
| IV English | 354 | 311 | 665 | 328 | 296 | 624 | | 1 | 1 | .1 |
| American Literature | 63 | 109 | 172 | 58 | 103 | 161 | 4 | | 4 | 2.4 |
| Algebra | 769 | 902 | 1671 | 623 | 779 | 1402 | 132 | 109 | 239 | 17.0 |
| Geometry | 546 | 621 | 1167 | 450 | 542 | 992 | 70 | 68 | 138 | 13.9 |
| Mathematics-Algebra | 437 | 305 | 742 | 398 | 279 | 677 | 27 | 12 | 39 | 5.7 |
| Advanced Mathematics | 333 | 147 | 480 | 318 | 136 | 454 | 18 | 1 | 19 | 4.1 |
| Physics | 372 | 288 | 661 | 326 | 263 | 589 | 33 | 20 | 53 | 8.9 |
| Chemistry | 311 | 40 | 351 | 288 | 39 | 327 | 7 | | 7 | 2.1 |
| Natural History | 43 | 33 | 76 | 35 | 26 | 61 | 2 | | 2 | 3.2 |
| Physiology | 15 | 316 | 331 | 14 | 308 | 322 | 1 | 9 | 10 | 3.1 |
| Physical Geography | 155 | 159 | 314 | 103 | 129 | 232 | 6 | 9 | 15 | 6.4 |
| Manual Training | 567 | | 567 | 500 | | 500 | 24 | | 24 | 4.8 |
| I Manual Training | 332 | | 332 | 297 | | 297 | 16 | | 16 | 5.3 |
| II Manual Training | 235 | | 235 | 203 | | 203 | 8 | | 8 | 3.9 |
| Cooking | | 50 | 50 | | 38 | 38 | | | | |
| Drawing | 149 | 481 | 630 | 121 | 443 | 564 | 4 | 5 | 9 | 1.5 |
| I Drawing | 72 | 303 | 375 | 60 | 280 | 340 | 1 | 5 | 6 | 1.7 |
| II Drawing | 77 | 158 | 235 | 61 | 143 | 204 | 3 | | 3 | 1.4 |
| III Drawing | | 20 | 20 | | 20 | 20 | | | | |
| Arts and Crafts | | 96 | 96 | | 83 | 83 | | 2 | 2 | 2.4 |
| I Arts and Crafts | | 62 | 62 | | 58 | 58 | | 1 | 1 | 1.7 |
| II Arts and Crafts | | 34 | 34 | | 25 | 25 | | 1 | 1 | 4.0 |
| Bookkeeping | 164 | 199 | 363 | 128 | 168 | 296 | 8 | 3 | 11 | 3.7 |
| I Bookkeeping | 105 | 138 | 243 | 77 | 121 | 198 | 6 | 2 | 8 | 4.0 |
| II Bookkeeping | 38 | 44 | 82 | 32 | 31 | 63 | 2 | | 2 | 3.1 |
| III Bookkeeping | 21 | 17 | 38 | 19 | 16 | 35 | | 1 | 1 | 2.8 |
| Com. Geography & Com. Law | 5 | 2 | 7 | 5 | 2 | 7 | | | | |
| Physical Training | 1228 | 1404 | 2632 | 1024 | 1220 | 2244 | 26 | 45 | 71 | 3.1 |
| I Physical Training | 652 | 797 | 1449 | 535 | 711 | 1246 | 13 | 16 | 29 | 2.3 |
| II Physical Training | 459 | 504 | 963 | 384 | 422 | 806 | 13 | 29 | 42 | 5.2 |
| III Physical Training | 55 | 67 | 122 | 49 | 58 | 107 | | | | |
| IV Physical Training | 62 | 36 | 98 | 56 | 29 | 85 | | | | |
| Music | 1103 | 1642 | 2745 | 991 | 1476 | 2467 | | | | |

*Academic High Schools only,

[illegible] YORK
[illegible]ARY
[illegible] X AND
[illegible]TIONS.

## Distrib

| Subjects y I |
|---|
| Latin ... |
| I Latin |
| II Lati |
| III La |
| IV Lati |
| German . |
| I Germ |
| II Ger |
| III Ge |
| IV Ge |
| French . |
| Greek .. |
| I Gree |
| II Gre |
| III Gr |
| American |
| English |
| Mediaeval |
| Ancient |
| Oratory . |
| English . |
| I Engli |
| II Eng |
| III En |
| English |
| IV Eng |
| Americ |
| Algebra . |
| Geometry |
| Mathema |
| Advanced |
| Physics . |
| Chemistr |
| Natural |
| Physiolog |
| Physical |
| Manual |
| I Manu |
| II Man |
| Cooking |
| Drawing |
| I Draw |
| II Dra |
| III Dr |
| Arts and |
| I Arts |
| II Arts |
| Bookkeep |
| I Boo |
| II Boo |
| III Bo |
| Com. Ge |
| Physical |
| I Phys |
| II Phy |
| III Ph |
| IV Ph |
| Music .. |

YORK LIBRARY LENOX AND FOUNDATIONS

| AGE | Eight | | | Total By Years | | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total |
| 6 years.......... | | | | 4669 | 4488 | 9157 |
| 7 " .......... | | | | 3807 | 3918 | 7725 |
| 8 " .......... | | | | 3557 | 3703 | 7260 |
| 9 " .......... | | | | 3478 | 3533 | 7011 |
| 10 " .......... | | | | 3255 | 3384 | 6639 |
| 11 " .......... | 7 | 4 | 11 | 3207 | 3142 | 6349 |
| 12 " .......... | 159 | 186 | 345 | 3321 | 3288 | 6609 |
| 13 " .......... | 781 | 784 | 1515 | 3299 | 2944 | 6243 |
| 14 " .......... | 634 | 654 | 1288 | 1874 | 1498 | 3372 |
| 15 " .......... | 339 | 251 | 590 | 654 | 440 | 1094 |
| 16 " .......... | 57 | 49 | 106 | 107 | 74 | 181 |
| 17 " .......... | 4 | 6 | 10 | 9 | 12 | 21 |
| 18 " .......... | 2 | 1 | 3 | 3 | 1 | 4 |
| 19 " .......... | 1 | 0 | 1 | 1 | 0 | 1 |
| 20 " .......... | | 1 | 1 | | 1 | 1 |
| 23 " .......... | | | | | 1 | 1 |
| Total by grades.... | 1934 | 1936 | 3870 | 31241 | 30427 | 61668 |
| Below normal age.. | 166 | 190 | 356 | 1347 | 1577 | 2924 |
| Normal age....... | 1365 | 1438 | 2803 | 21167 | 21940 | 43107 |
| Above normal age. | 403 | 308 | 711 | 8727 | 6910 | 15637 |

### des

| | Seventh Grade | | | Eighth Grade | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Total registration | 78 | 2446 | 4924 | 1934 | 1936 | 3870 | 31241 | 30427 | 61668 |
| Entering grade first time | 69 | 2393 | 4762 | 1907 | 1924 | 3831 | 27607 | 27391 | 54998 |
| Previously entered | 09 | 53 | 162 | 27 | 12 | 39 | 3634 | 3036 | 6670 |
| Number leaving for private or parochial | 69 | 72 | 141 | 35 | 29 | 64 | 1461 | 1415 | 2876 |
| From entering grade first time | 66 | 68 | 134 | 33 | 28 | 61 | 1267 | 1235 | 2502 |
| From previously entered | 3 | 4 | 7 | 2 | 1 | 3 | 194 | 180 | 374 |
| Number withdrawals | 46 | 198 | 444 | 130 | 104 | 234 | 1142 | 890 | 2032 |
| From entering grade first time | 21 | 192 | 413 | 129 | 102 | 231 | 976 | 795 | 1771 |
| From previously entered | 25 | 6 | 31 | 1 | 2 | 3 | 166 | 95 | 261 |
| Per cent. of withdrawals on total registr | | | | | | | | | |
| number leaving for private or parochia | .5 | 8.0 | 9.0 | 6.7 | 5.3 | 6.0 | 3.6 | 2.9 | 3.2 |
| Number remaining | 63 | 2176 | 4339 | 1769 | 1803 | 3572 | 28638 | 28122 | 56760 |
| From entering grade first time | 84 | 2133 | 4217 | 1746 | 1794 | 3540 | 25374 | 25359 | 50733 |
| From previously entered | 79 | 43 | 122 | 23 | 9 | 32 | 3264 | 2763 | 6027 |
| Per cent. remaining: | | | | | | | | | |
| On total registration | .2 | 88.9 | 88.1 | 91.3 | 93.1 | 92.2 | 91.6 | 92.4 | 92.0 |
| Number promotions | 51 | 1934 | 3785 | 1675 | 1757 | 3432 | 24870 | 25144 | 50014 |
| From entering grade first time | 79 | 1895 | 3674 | 1654 | 1750 | 3404 | 21901 | 22592 | 44493 |
| From previously entered | 72 | 39 | 111 | 21 | 7 | 28 | 2969 | 2552 | 5521 |
| Per cent. of promotions: | | | | | | | | | |
| On number remaining | .5 | 88.8 | 87.2 | 94.6 | 97.4 | 96.0 | 86.8 | 89.4 | 88.1 |
| On total registration | .6 | 79.0 | 76.8 | 86.6 | 90.7 | 88.6 | 79.6 | 82.6 | 81.1 |
| Number non-promotions | 12 | 242 | 554 | 94 | 46 | 140 | 3768 | 2978 | 6946 |
| From entering grade first time | 07 | 238 | 545 | 94 | 46 | 140 | 3530 | 2839 | 6369 |
| From previously entered | 5 | 4 | 9 | | | | 238 | 139 | 377 |
| Per cent. of non-promotions: | | | | | | | | | |
| On number remaining | .4 | 11.1 | 12.7 | 5.3 | 2.5 | 3.9 | 13.1 | 10.5 | 11.8 |
| On total registration | .5 | 9.8 | 11.2 | 4.8 | 2.3 | 3.6 | 12.0 | 9.7 | 10.9 |

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

# Elementary Schools

## Table XX

## Enrollment and Attendance

| | Boys | Girls | Total |
|---|---|---|---|
| Total number registered ........ | 31241 | 30427 | (a)61668 |
| Number leaving ................ | 1461 | 1415 | 2876 |
| Number withdrawals ........... | 1142 | 890 | 2032 |
| Number remaining ............. | 28638 | 28122 | 56760 |
| Average daily attendance ....... | 26625.2 | 25913.8 | 52539.0 |

(a) Includes enrollment regular elementary schools only.

# Table XXIII

## Distribution of Withdrawals by Ages and Grades

| AGE | GRADES | | | | | | | | | | | | | | | | | | | | | | | | Total by Years | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | | | Second | | | Third | | | Fourth | | | Fifth | | | Sixth | | | Seventh | | | Eighth | | | | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 6 years ............. | 98 | 94 | 192 | 3 | 2 | 5 | | | | | | | | | | | | | | | | | | | 101 | 96 | 197 |
| 7 " ............. | 17 | 14 | 31 | 10 | 17 | 27 | | | | | | | | | | | | | | | | | | | 27 | 31 | 58 |
| 8 " ............. | 7 | 5 | 12 | 5 | 8 | 13 | 4 | 2 | 6 | | | | | | | | | | | | | | | | 16 | 15 | 31 |
| 9 " ............. | 1 | 2 | 3 | 1 | 9 | 10 | 3 | 4 | 7 | 5 | 5 | 10 | 3 | | 3 | | | | | | | | | | 13 | 20 | 33 |
| 10 " ............. | 4 | 3 | 7 | 3 | 4 | 7 | 3 | 3 | 6 | 7 | 7 | 14 | 2 | 10 | 12 | 2 | | 2 | | | | | | | 21 | 27 | 48 |
| 11 " ............. | 1 | 2 | 3 | 4 | | 4 | 2 | 2 | 4 | 4 | 5 | 9 | 1 | 7 | 8 | 2 | 4 | 6 | 1 | 3 | 4 | | | | 15 | 23 | 38 |
| 12 " ............. | 2 | | 2 | 2 | 2 | 4 | 4 | 1 | 5 | 4 | 2 | 6 | 8 | 4 | 12 | 8 | 7 | 15 | 2 | 5 | 7 | 1 | 2 | 3 | 31 | 23 | 54 |
| 13 " ............. | 4 | 1 | 5 | 2 | 2 | 4 | 5 | 3 | 8 | 10 | 7 | 17 | 21 | 23 | 44 | 38 | 34 | 72 | 15 | 24 | 39 | 6 | 6 | 12 | 101 | 100 | 201 |
| 14 " ............. | | 1 | 1 | 3 | 2 | 5 | 10 | 7 | 17 | 54 | 39 | 93 | 131 | 83 | 214 | 167 | 114 | 281 | 153 | 125 | 278 | 58 | 55 | 113 | 576 | 426 | 1002 |
| 15 " ............. | 3 | 1 | 4 | 1 | 1 | 2 | 4 | 4 | 8 | 11 | 2 | 13 | 21 | 8 | 29 | 41 | 22 | 63 | 56 | 29 | 85 | 40 | 31 | 71 | 177 | 98 | 275 |
| 16 " ............. | | | | | | | 2 | 1 | 3 | 3 | 1 | 4 | 4 | 1 | 5 | 5 | 2 | 7 | 16 | 9 | 25 | 22 | 8 | 30 | 52 | 22 | 74 |
| 17 " ............. | | | | | | | 1 | | 1 | | 2 | 2 | 1 | | 1 | 3 | 2 | 5 | 3 | 2 | 5 | 1 | 2 | 3 | 9 | 8 | 17 |
| 18 " ............. | | | | | | | | | | | | | 1 | | 1 | | | | | | | 2 | | 2 | 3 | | 3 |
| 19 " ............. | | | | | | | | | | | | | | | | | | | | 1 | 1 | | | | | 1 | 1 |
| 20 " ............. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total by grades....... | 137 | 123 | 260 | 34 | 47 | 81 | 38 | 27 | 65 | 98 | 70 | 168 | 193 | 136 | 329 | 266 | 185 | 451 | 246 | 198 | 444 | 130 | 104 | 234 | 1142 | 890 | 2032 |

# Table XXIV

## Distribution of Withdrawals by Ages and Causes

| CAUSE | AGE | | | | | | | | | | | | | | | | | | | | | | | | | | | Total by Causes | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | 19 | | | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Boys | Girls | Total |
| Financial condition of home | 1 | | 1 | | 1 | | | | | | | 1 | 1 | | | 12 | 37 | 39 | 11 | 6 | 3 | | | 1 | | | | 55 | 59 | 114 |
| Illness in family | 3 | 1 | 2 | | | | | 1 | | 1 | | | | 2 | | 11 | 3 | 36 | 2 | 12 | | 2 | | | | | | 10 | 66 | 76 |
| Personal illness | 41 | 47 | 5 | 25 | 7 | 11 | 3 | 11 | 5 | 15 | 5 | 14 | 8 | 10 | 9 | 25 | 12 | 33 | 6 | 9 | 1 | 6 | | 1 | | | | 102 | 207 | 309 |
| Physical efects | 5 | 5 | 3 | 1 | | 1 | 2 | | | | 1 | | 2 | | 1 | 1 | 6 | 1 | | 1 | | | | | | | | 20 | 10 | 30 |
| Incapacity (Mental) | 13 | 9 | | | | | | | 1 | | 1 | | | | | 3 | 6 | 4 | 7 | 3 | 1 | 1 | | | | | | 29 | 20 | 49 |
| Indifference | 1 | 1 | | 1 | | | | | | | | | 2 | | 3 | 5 | 17 | 16 | 2 | 8 | 1 | 1 | | 1 | | | | 26 | 33 | 59 |
| Failing promotion | | | | | | | | | | | | | | | | | | 1 | 1 | 1 | | | | | | | | 1 | 2 | 3 |
| Left city | 26 | 24 | 11 | 3 | 6 | 3 | 7 | 7 | 13 | 9 | 4 | 9 | 13 | 8 | 13 | 9 | 20 | 17 | 11 | 7 | 1 | 1 | 2 | | | | | 127 | 97 | 224 |
| Work | | | | | | | | | | | 1 | | 2 | 3 | 66 | 33 | 496 | 276 | 138 | 56 | 35 | 10 | 2 | 2 | 1 | | 1 | 742 | 380 | 1122 |
| Death | 6 | 6 | 4 | 1 | 2 | | 1 | | 1 | 3 | 3 | 0 | 2 | 1 | | 1 | | | | | | | | | | | | 19 | 12 | 31 |
| Other causes | 8 | 1 | | 1 | | | 1 | 1 | | | | | 1 | | 1 | | | 1 | | | | | | | | | | 11 | 4 | 15 |
| Total by ages | 104 | 94 | 26 | 32 | 16 | 15 | 14 | 20 | 20 | 28 | 15 | 24 | 31 | 24 | 93 | 100 | 597 | 424 | 178 | 103 | 42 | 21 | 4 | 5 | 1 | | 1 | 1142 | 890 | 2032 |

## Table XXV

## Distribution of Non-Promotions by Ages and Causes

| CAUSE | AGES 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 19 | | 17 | | 23 | | Total by Causes | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| Irregular attendance.. | 244 | 257 | 101 | 83 | 57 | 53 | 34 | 48 | 33 | 50 | 45 | 53 | 49 | 63 | 67 | 73 | 43 | 40 | 13 | 8 | 1 | 1 | | | | | 687 | 729 | 1416 |
| Physical defects ..... | 46 | 21 | 31 | 25 | 36 | 19 | 25 | 17 | 18 | 16 | 13 | 4 | 21 | 21 | 17 | 12 | 10 | 9 | 8 | 4 | 1 | | 1 | | | | 227 | 148 | 375 |
| Personal illness ..... | 19 | 9 | 10 | 9 | 11 | 6 | 10 | 1 | 7 | 4 | 2 | 3 | 8 | 4 | 4 | 10 | 2 | 5 | 1 | 1 | 2 | | | | | | 76 | 52 | 128 |
| Incapacity (Mental).. | 485 | 382 | 247 | 208 | 242 | 209 | 203 | 163 | 153 | 172 | 165 | 162 | 209 | 175 | 211 | 169 | 126 | 107 | 64 | 44 | 15 | 9 | | 2 | | | 2120 | 1802 | 3922 |
| Indifference ......... | 15 | 10 | 21 | 11 | 39 | 9 | 53 | 15 | 46 | 20 | 67 | 21 | 100 | 26 | 115 | 23 | 71 | 21 | 33 | 5 | 11 | 1 | | | | | 571 | 162 | 733 |
| February entries ..... | 15 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | 15 | 19 | 34 |
| Foreign ............. | 19 | 14 | 3 | 3 | 3 | 2 | 1 | 1 | 2 | | 2 | 1 | | 1 | 1 | 1 | 3 | | | | | | | | | 1 | 34 | 24 | 58 |
| Immaturity .......... | 6 | 5 | 3 | 1 | | | | | 2 | | | | | | | | | | | | | | | | | | 11 | 6 | 17 |
| Other causes ........ | 5 | 6 | 7 | 8 | 7 | 7 | 4 | 3 | | 3 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | | | | | | | | | 27 | 36 | 63 |
| Total by ages ....... | 854 | 723 | 423 | 348 | 395 | 305 | 330 | 248 | 261 | 265 | 295 | 24<br>6 | 388 | 292 | 416 | 290 | 256 | 185 | 119 | 62 | 30 | 11 | 1 | 2 | | 1 | 3768 | 2978 | 6746 |

## Table XXVI

### Distribution of Non-Promotions by Ages and Grades

| AGE | GRADES | | | | | | | | | | | | | | | | | | | | | | | | Total by Years | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | | | Second | | | Third | | | Fourth | | | Fifth | | | Sixth | | | Seventh | | | Eighth | | | | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | | | |
| 6 years ...... | 840 | 704 | 1544 | 8 | 15 | 23 | | | | | | | | | | | | | | | | | | | 848 | 719 | 1567 |
| 7 " ...... | 241 | 185 | 426 | 183 | 152 | 335 | 2 | 4 | 6 | | | | | | | | | | | | | | | | 426 | 341 | 767 |
| 8 " ...... | 71 | 54 | 125 | 225 | 172 | 397 | 81 | 70 | 151 | 2 | 3 | 5 | | | | | | | | | | | | | 379 | 299 | 678 |
| 9 " ...... | 26 | 14 | 40 | 107 | 74 | 181 | 137 | 96 | 233 | 58 | 64 | 122 | | 2 | 2 | | 1 | 1 | | | | | | | 328 | 251 | 579 |
| 10 " ...... | 8 | 3 | 11 | 32 | 17 | 49 | 92 | 77 | 169 | 86 | 126 | 212 | 37 | 39 | 76 | 4 | 4 | 8 | | | | | | | 259 | 266 | 525 |
| 11 " ...... | 4 | 5 | 9 | 9 | 6 | 15 | 48 | 27 | 75 | 102 | 94 | 196 | 95 | 75 | 170 | 33 | 38 | 71 | 2 | 5 | 7 | | | | 293 | 250 | 543 |
| 12 " ...... | 2 | 6 | 8 | 5 | 7 | 12 | 28 | 19 | 47 | 75 | 64 | 139 | 143 | 99 | 242 | 98 | 68 | 166 | 43 | 35 | 78 | | 1 | 1 | 394 | 299 | 693 |
| 13 " ...... | 2 | 1 | 3 | 1 | | 1 | 8 | 9 | 17 | 57 | 21 | 78 | 112 | 68 | 180 | 139 | 100 | 239 | 96 | 91 | 187 | 7 | 6 | 13 | 422 | 296 | 718 |
| 14 " ...... | 2 | 3 | 5 | | 1 | 1 | 1 | | 1 | 14 | 9 | 23 | 32 | 24 | 56 | 74 | 50 | 124 | 109 | 79 | 188 | 34 | 20 | 54 | 266 | 186 | 452 |
| 15 " ...... | | | | | | | 1 | 2 | 3 | 7 | 3 | 10 | 10 | 4 | 14 | 16 | 7 | 23 | 52 | 30 | 82 | 34 | 12 | 46 | 120 | 58 | 178 |
| 16 " ...... | | | | | | | | | | | | | 1 | | 1 | 3 | 2 | 5 | 10 | 2 | 12 | 18 | 6 | 24 | 32 | 10 | 42 |
| 17 " ...... | | | | | | | | | | | | | | | | | 1 | 1 | | | | 1 | 1 | 2 | 1 | 2 | 3 |
| 18 " ...... | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 " ...... | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 ...... | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 " ...... | | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 |
| Total by grades. | 1196 | 976 | 2172 | 570 | 444 | 1014 | 398 | 304 | 702 | 401 | 384 | 785 | 430 | 311 | 741 | 367 | 271 | 638 | 312 | 242 | 554 | 94 | 46 | 140 | 3768 | 2978 | 6746 |

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XXXI

Shows the cost of instruction in the Normal School, the enrollment, the per capita cost, the number of teachers, the average number of pupils per teacher and the number of graduates, for the years 1901-1910:

| | (a) Cost of instruction normal school | Enrollment normal school | Per capita cost instruction normal school | (b) Number of teachers normal school | Average No. normal school pupils per teacher | Number graduated from normal school |
|---|---|---|---|---|---|---|
| 1900-1901 | 8000.00 | 221 | 36.19 | 4.2 | 52.6 | 99 |
| 1901-1902 | 11250.00 | 292 | 38.52 | 6.2 | 47.0 | 119 |
| 1902-1903 | 13000.00 | 278 | 46.76 | 7.2 | 38.6 | 123 |
| 1903-1904 | 14400.00 | 312 | 46.15 | 8.2 | 38.0 | 134 |
| 1904-1905 | 15000.00 | 272 | 55.14 | 8.2 | 33.1 | 141 |
| 1905-1906 | 15600.00 | 215 | 72.55 | 8.2 | 26.2 | 96 |
| 1906-1907 | 15742.10 | 194 | 81.14 | 8.2 | 23.6 | 95 |
| 1907-1908 | 16700.00 | 184 | 90.76 | 8.2 | 22.4 | 97 |
| 1908-1909 | 15436.86 | 216 | 71.46 | 8.45 | 25.5 | 85 |
| 1909-1910 | 18470.00 | 205 | 90.09 | 7.8 | 26.2 | 99 |

(a) Includes salary of principal, but exclusive of practice facilities
(b) Exclusive of training teachers

## ACADEMIC HIGH SCHOOLS

## Cost all Types of Instruction.

### Table XXXII

Shows the cost of instruction in day academic high schools for each of the years 1901-1910, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1910 over 1901:

| | (a) Cost of all types of instruction day academic high schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1900-1901 | 163566.10 | | | |
| 1901-1902 | 177052.54 | 13486.44 | 8.24 | |
| 1902-1903 | 194164.55 | 17112.01 | 9.66 | |
| 1903-1904 | 218416.47 | 24252.92 | 12.48 | |
| 1904-1905 | 236015.60 | 17599.13 | 8.05 | |
| 1905-1906 | 276443.20 | 40427.60 | 17.12 | |
| 1906-1907 | 287401.52 | 10958.32 | 3.96 | |
| 1907-1908 | 302666.18 | 15264.66 | 5.31 | |
| 1908-1909 | 304090.54 | 1424.36 | .47 | |
| 1909-1910 | 288103.72 | 15986.82<br>Decrease | 5.25<br>Decrease | 76.13 |

(a) Includes salary of principals

| STUDIES | Seventh Grade |  | Eighth Grade |  |  | Total by Studies |  |  | Per cent. of Failures on total Enrollment |
|---|---|---|---|---|---|---|---|---|---|
|  | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |  |
| pelling | 16 | 54 | 19 | 6 | 25 | 1440 | 693 | 2133 | 3.45 |
| eading | 16 | 67 | 6 | 5 | 11 | 2268 | 1527 | 3795 | 6.15 |
| riting | 11 | 74 | 14 | 2 | 16 | 1201 | 543 | 1744 | 2.82 |
| rithmetic | 240 | 493 | 59 | 33 | 92 | 3091 | 2746 | 5837 | 9.46 |
| eography (4, 5, 6, 7 & 8th gr | 7 | 11 | 3 |  | 3 | 1433 | 1361 | 2794 | 9.20 |
| rammar (6, 7 & 8th grades). | 200 | 542 | 120 | 56 | 176 | 853 | 453 | 1306 | 8.75 |
| anguage Lessons |  |  | 1 | 1 | 2 | 1790 | 1081 | 2871 | 6.14 |
| nited States History (7 & 8 g | 304 | 600 | 108 | 107 | 215 | 404 | 413 | 817 | 9.29 |
| anual Training |  |  |  |  |  |  |  |  |  |
| rawing |  |  |  |  |  |  |  |  |  |
| usic, Vocal |  |  |  |  |  |  |  |  |  |
| ap Drawing (4, 5, 6, 7 & 8th |  |  |  |  |  |  |  |  |  |
| hysiology |  |  |  |  |  |  |  |  |  |
| erman (4, 5, 6, 7 & 8th grad | 23 | 75 | 22 | 5 | 27 | 238 | 85 | 323 | 2.03 |
| Total Failures by Grades. | 817 | 1916 | 352 | 215 | 567 | 12718 | 8902 | 21620 | 35.05 |

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XXXI

Shows the cost of instruction in the Normal School,

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

| | | | | |
|---|---|---|---|---|
| 1907-1908 | 302666.18 | 15264.66 | 5.31 | |
| 1908-1909 | 304090.54 | 1424.36 | .47 | |
| 1909-1910 | 288103.72 | 15986.82<br>Decrease | 5.25<br>Decrease | 76.13 |

(a) Includes salary of principals

## ART III.

## V.

## velopments of Last

## lly Represented)

## n in System as a Wh

## XXVIII

## rincipals, and teache , the
## ase of 1910 over 1901

| 904-1905 | | 1905 | | 1909-1910 | | Per Cent of Increase 1910 over 1901 |
|---|---|---|---|---|---|---|
| for tion | Per Cent of Total to Each School | Total for Instruction | Cent tal ach ool | Total for Instruction | Per Cent of Total to Each School | |
| [illegible] | | [illegible] | | $ 1,910,200.50 | | [illegible] |

## NORMAL SCHOOL

ost of Instruction

Shows the

302666.1
304090.5
288103.7

ludes salary o

ASTOR, LENOX AND TILDEN FOUNDATIONS.

## ht of the enrollment in all schoo
## 1901

| 05-1906 | 1906-1907 | |
|---|---|---|
| Per cent of Total Enrollment in Each School | Total Enrollment | Per cent of Total Enrollment in Each School |
| ..... | 77,255 | ..... |
| .29 | 194 | .25 |
| 6.76 | 5,059 | 6.54 |
| ..... | 5,059 | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| 80.82 | 59,824 | 77.43 |
| 80.25 | 59,294 | 76.75 |
| .57 | 530 | .68 |
| ..... | 62 | ..... |
| ..... | ..... | ..... |
| ..... | 318 | ..... |
| ..... | ..... | ..... |
| ..... | 150 | .... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| 3.60 | 3,240 | 4.19 |
| 5,79 | 5,296 | 6.85 |
| ..... | 896 | ..... |
| ..... | 4,400 | ..... |
| 2.70 | 3,642 | 4.71 |
| ..... | 303 | ..... |
| ..... | 1,812 | ..... |
| ..... | 856 | ..... |
| ..... | 588 | ..... |
| ..... | 200 | ..... |
| ..... | 168 | ..... |
| ..... | 437 | ..... |
| ..... | 1,090 | ..... |

(f) Exclusive of Summer Elementary Nig

mmer Enrollment and Enrollment of Sumn

C

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PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS.

1906-19
1907-19
1908-19
1909-19

t of the enrollment in all schoo
1901

| 05-1906 | 1906-1907 | |
|---|---|---|
| Per cent of Total Enrollment in Each School | Total Enrollment | Per cent of Total Enrollment in Each School |
| ..... | 77,255 | ..... |
| .29 | 194 | .25 |
| 6.76 | 5,059 | 6.54 |
| ..... | 5,059 | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| 80.82 | 59,824 | 77.43 |
| 80.25 | 59,294 | 76.75 |
| .57 | 530 | .68 |
| ..... | 62 | ..... |
| ..... | ..... | ..... |
| ..... | 318 | ..... |
| ..... | ..... | ..... |
| ..... | 150 | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| 3.60 | 3,240 | 4.19 |
| 5,79 | 5,296 | 6.85 |
| ..... | 896 | ..... |
| ..... | 4,400 | ..... |
| 2.70 | 3,642 | 4.71 |
| ..... | 303 | ..... |
| ..... | 1,812 | ..... |
| ..... | 856 | ..... |
| ..... | 588 | ..... |
| ..... | 200 | ..... |
| ..... | 168 | ..... |
| ..... | 437 | ..... |
| ..... | 1,090 | ..... |

(f) Exclusive of Summer Elementary Nig
mmer Enrollment and Enrollment of Sum

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TILDEN FOUNDATIONS.

Whole

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TILDEN FOUNDATIONS.

## Cost Regular and Special Instruction

### Table XXXIII

Shows cost of all types of day academic high school instruction, the cost of regular day academic high school instruction, the per cent of the cost of all types of day academic high school instruction expended on regular instruction, also the cost of special day academic high school instruction and the per cent of the cost all types expended on special instruction, for the years 1901-1910:

| | Cost all types instruction day academic high schools | (a) Cost regular instruction day academic high schools | Per cent all types of instruction day academic H.S. expended on regular instruction | (b) Cost special instruction day academic high schools | Per cent cost of all types of instruction expended on special instruction |
|---|---|---|---|---|---|
| 1900-1901 | 163,566.10 | 147,976.05 | 90.46 | 15,590.05 | 9.54 |
| 1901-1902 | 177,052.54 | 160,352.54 | 90.56 | 16,700.00 | 9.44 |
| 1902-1903 | 194,164.55 | 174,733.40 | 89.99 | 19,431.15 | 10.01 |
| 1903-1904 | 218,416.47 | 193,035.32 | 88.37 | 25,381.15 | 11.63 |
| 1904-1905 | 236.015.60 | 206,330.29 | 87.42 | 29,685.31 | 12.58 |
| 1905-1906 | 276,443.20 | 241,272.24 | 87.27 | 35,170.96 | 12.73 |
| 1906-1907 | 287,401.52 | 248,914.77 | 86.60 | 38,486.75 | 13.40 |
| 1907-1908 | 302,666.18 | 262,125.50 | 86.60 | 40,540.68 | 13.40 |
| 1908-1909 | 304,090.54 | 262,517.74 | 86.32 | 41,572.80 | 13.68 |
| 1909-1910 | 288,103.72 | 247,355.72 | 85.85 | 40,748.00 | 14.14 |

(a) Includes salary of principals and cost of all day academic high school instruction other than music, drawing and applied arts, manual training and physical training

(b) Includes music, drawing and applied arts, manual training, and physical training only

## Enrollment by Years.

## Table XXXIV

Shows the enrollment in day academic high schools for each of the years 1901-1910, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1910 over 1901:

| | (a) Enrollment academic high schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1909 over 1900 |
|---|---|---|---|---|
| 1900-1901 | 3575 | 7 | .19 | |
| 1901-1902 | 3582 | | | |
| 1902-1903 | 3788 | 206 | 5.75 | |
| 1903-1904 | 4124 | 336 | 8.87 | |
| 1904-1905 | 4480 | 356 | 8.63 | |
| 1905-1906 | 4983 | (b) 503 | 11.22 | |
| 1906-1907 | 5059 | 76 | 1.52 | |
| 1907-1908 | 4989 | 70 (Decrease) | 1.38 (Decrease) | |
| 1908-1909 | 4787 | 202 (Decrease) | 4.04 (Decrease) | |
| 1909-1910 | 4436 | (c) 351 (Decrease) | 7.33 (Decrease) | 24.08 |

(c) Collinwood admitted

## Enrollment by Classes

## Table XXXV

Shows the enrollment in day academic high schools, the enrollment in each class, and the number graduated for the years 1901-1910:

| | Enrollment academic high schools | YEAR | | | | Number graduated |
|---|---|---|---|---|---|---|
| | | First | Second | Third | Fourth | |
| 1900-1901 | a3589 | 1512 | 996 | 604 | 477 | 403 |
| 1901-1902 | a3595 | 1437 | 990 | 638 | 530 | 478 |
| 1902-1903 | a3796 | 1584 | 933 | 714 | 565 | 485 |
| 1903-1904 | a4124 | 1716 | 1056 | 727 | 625 | 514 |
| 1904-1905 | a4491 | 1741 | 1251 | 851 | 648 | 515 |
| 1905-1906 | a5001 | 2074 | 1277 | 933 | 717 | 559 |
| 1906-1907 | a5070 | 2056 | 1334 | 928 | 752 | 591 |
| 1907-1908 | a5005 | 1903 | 1426 | 936 | 740 | 611 |
| 1908-1909 | b4787 | 1626 | 1333 | 1007 | 821 | 671 |
| 1909-1910 | b4436 | 1565 | 1174 | 886 | 811 | 676 |

(a) Includes transfers
(b) Exclusive of transfers

## Enrollment: Per Cent in Each Class.

### Table XXXVI

Shows per cent of the enrollment of the day academic high schools in each class for the years 1901-1910:

| | YEAR | | | |
|---|---|---|---|---|
| | First | Second | Third | Fourth |
| 1900-1901 | a42.12 | 27.75 | 16.82 | 13.29 |
| 1901-1902 | a39.97 | 27.53 | 17.74 | 14.74 |
| 1902-1903 | a41.72 | 24.57 | 18.80 | 14.88 |
| 1903-1904 | a41.61 | 25.60 | 17.63 | 15.15 |
| 1904-1905 | a38.76 | 27.85 | 18.94 | 14.42 |
| 1905-1906 | a41.47 | 25.53 | 18.65 | 14.33 |
| 1906-1907 | a40.55 | 26.31 | 18.30 | 14.83 |
| 1907-1908 | a38.02 | 28.49 | 18.70 | 14.78 |
| 1908-1909 | b33.96 | 27.84 | 21.03 | 17.15 |
| 1909-1910 | b35.27 | 26.46 | 19.97 | 18.28 |

(a) Based on enrollment including transfers
(b) Based on enrollment excluding transfers
(c) Normal per cent in each class 25

## Graduates

### Table XXXVII

Shows the number graduated from the day academic high school for each of the years 1901-1910, the increase and the per cent of increase of each year over the preceding one, also the enrollment for each of these years and the per cent of the enrollment graduated:

| | Number graduated from day academic high schools | Increase over preceding year | Per cent of increase over preceding year | Number enrolled in day academic high schools (a) | Per cent of enrollment graduated |
|---|---|---|---|---|---|
| 1900-1901 | 403 | | | 3575 | 11.27 |
| 1901-1902 | 478 | 75 | 18.61 | 3582 | 13.34 |
| 1902-1903 | 485 | 7 | 1.46 | 3788 | 12.80 |
| 1903-1904 | 514 | 29 | 5.97 | 4124 | 12.46 |
| 1904-1905 | 515 | 1 | .19 | 4480 | 11.49 |
| 1905-1906 | 559 | 44 | 8.54 | 4983 | 11.21 |
| 1906-1907 | 591 | 32 | 5.72 | 5059 | 11.68 |
| 1907-1908 | 611 | 20 | 3.38 | 4989 | 12.24 |
| 1908-1909 | 671 | 60 | 9.81 | 4787 | 14.01 |
| 1909-1910 | 676 | 5 | .74 | 4436 | 15.23 |

## Per Capita Cost All Types of Instruction

## Table XXXVIII

Shows cost of all types of instruction in day academic high schools for each of the years 1901-1910, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1910 over 1901:

| | (a) Cost of all types instruction day academic high schools | Enrollment day academic high schools | Per capita cost of all types instruction day academic high schools | Increase in per capita cost over preceding year | Per cent of increase in per capita cost over preceding year | Per cent of increase in per capita cost 1910 over 1901 |
|---|---|---|---|---|---|---|
| 1900-1901 | $163566.10 | 3575 | 45.75 | | | |
| 1901-1902 | 177052.54 | 3582 | 49.42 | $3.67 | 8.02 | |
| 1902-1903 | 194164.55 | 3788 | 51.25 | 1.83 | 3.70 | |
| 1903-1904 | 218416.47 | 4124 | 52.96 | 1.71 | 3.33 | |
| 1904-1905 | 236015.60 | 4480 | 52.68 | .28 (decrease) | .52 (decrease) | |
| 1905-1906 | 276443.20 | 4983 | 55.47 | 2.79 | 5.29 | |
| 1906-1907 | 287401.52 | 5059 | 56.80 | 1.33 | 2.39 | |
| 1907-1908 | 302666.18 | 4989 | 60.66 | 3.86 | 6.79 | |
| 1908-1909 | 304090.54 | 4787 | 63.52 | 2.86 | 4.71 | |
| 1909-1910 | 288103.72 | 4436 | 64.94 | 1.42 | 2.23 | 41.94 |

(a) Includes salary of principals and cost of all types of academic high school instruction.
(b) Exclusive of transfers.

## Per Capita Cost Regular and Special Instruction

### Table XXXIX

Shows enrollment of day academic high schools, the cost of regular instruction in day academic high schools, and the per capita cost of regular instruction; it also shows the cost of special instruction in day academic high schools, the per capita cost of special instructions, and the per capita cost of all types of instruction in day academic high schools, for the years 1901-1910:

| | (a) Enrollment day adademic high schools | (b) Cost regular instruction day academic high schools | (c) Per capita cost regular instruction day academic high schools | (b) Cost special instruction day academic high schools | (b) Per capita cost special instruction day academic high schools | Per capita cost all types instruction day academic high schools |
|---|---|---|---|---|---|---|
| 1900-1901 | 3575 | $147976.05 | $41.39 | $15590.05 | $4.36 | $45.75 |
| 1901-1902 | 3582 | 160352.54 | 44.76 | 16700.00 | 4.66 | 49.42 |
| 1902-1903 | 3788 | 174733.40 | 46.12 | 19431.15 | 5.13 | 51.25 |
| 1903-1904 | 4124 | 193035.32 | 46.80 | 25381.15 | 6.16 | 52.96 |
| 1904-1905 | 4480 | 206330.29 | 46.05 | 29685.31 | 6.63 | 52.68 |
| 1905-1906 | 4983 | 241272.24 | 48.41 | 35170.96 | 7.06 | 55.47 |
| 1906-1907 | 5059 | 248914.77 | 49.20 | 38486.75 | 7.60 | 56.80 |
| 1907-1908 | 4989 | 262125.50 | 52.54 | 40540.68 | 8.12 | 60.66 |
| 1908-1909 | 4787 | 262517.74 | 54.83 | 41572.80 | 8.69 | 63.52 |
| 1909-1910 | 4436 | 247355.72 | 55.76 | 40748.00 | 9.18 | 64.94 |

(a) Exclusive of transfers.
(b) Includes salaries of principals and cost of all instruction other than music, drawing, and applied arts, manual training and physical training.
(c) Includes cost of instruction in music, drawing, and applied arts, manual training and physical training only.

## Teachers: Regular and Special

## Table XL

Shows number regular whole time teachers day academic high schools, number of whole time special teachers, total number of whole time teachers day academic high school, and the per cent of the total number of whole time teachers that are special teachers, for the years 1901-1910.

| | (a) Number whole time regular teachers day academic high schools | Number whole time special teachers day academic high schools | | | | | Total number whole time teachers day academic high schools | Per cent total number teachers day academic high schools special teachers |
|---|---|---|---|---|---|---|---|---|
| | | Music teachers | Drawing teachers | Manual training teachers | Physical training taechers | Total number whole time special teachers | | |
| 1900-1901 | 108.00 | 0 | 6 | 8 | 0 | 14.00 | 122.00 | 11.47 |
| 1901-1902 | 114.97 | .75 | 6 | 7 | 0 | 13.75 | 128.72 | 10.68 |
| 1902-1903 | 123.42 | 1 | 6 | 8 | 1 | 16.00 | 139.42 | 11.47 |
| 1903-1904 | 133.25 | 1 | 6 | 9 | 4 | 20.00 | 153.25 | 13.05 |
| 1904-1905 | 147.40 | 1 | 6 | 13 | 6 | 26.00 | 173.40 | 14.98 |
| 1905-1906 | 164.57 | 1 | 6 | 15 | 7 | 29.00 | 193.57 | 14.97 |
| 1906-1907 | 163.72 | 1 | 7 | 17.2 | 7 | 32.20 | 195.92 | 16.43 |
| 1907-1908 | 169.10 | 2 | 6 | 17.4 | 7 | 32.40 | 201.50 | 16.07 |
| 1908-1909 | 167.05 | 2 | 10 | 13.9 | 7.5 | 33.40 | 200.45 | 16.66 |
| 1909-1910 | 152.90 | 2.2 | 11 | 11.0 | 7.6 | 31.80 | 184.70 | 17.21 |

(a) Includes all teachers other than those of music, drawing and applied arts, manual training and physical training.

## Teachers: According to Boord Rule Count

## Table XLI

Shows the number of whole time day academic high school teachers and number according to Board Rule for each of the years 1901-1910, the increase of whole time teachers and of the number according to Board Rule, over the preceding year, the per cent of increase over the preceding year of whole time teachers and of the number according to Board Rule; also the per cent increase of whole time teachers and of number according to Board Rule 1910 over 1901:

| | Number Academic High School Teachers | | Increase Academic High School Teachers | | Percent of Increase over preceding year | | Per cent of Increase 1910 over 1901 | |
|---|---|---|---|---|---|---|---|---|
| | Whole time teachers | (a) Number according to Board Rule | Whole time teachers | (a) Number according to Board Rule | Whole time teachers | (a) Number according to Board Rule | Whole time teachers | Number according to Board Rule |
| 1900-1901 | 122.00 | 115.00 | | | | | | |
| 1901-1902 | 128.72 | 122.22 | 6.72 | 7.22 | 5.50 | 6.27 | | |
| 1902-1903 | 139.42 | 131.92 | 10.70 | 9.70 | 8.31 | 7.93 | | |
| 1903-1904 | 153.25 | 145.75 | 13.83 | 13.83 | 9.91 | 10.48 | | |
| 1904-1905 | 173.40 | 163.90 | 20.15 | 18.15 | 13.14 | 12.45 | | |
| 1905-1906 | 193.57 | 183.07 | 20.17 | 19.17 | 11.63 | 11.69 | | |
| 1906-1907 | 195.92 | 183.82 | 2.35 | .75 | 1.21 | .40 | | |
| 1907-1908 | 201.50 | 189.80 | 5.58 | 5.98 | 2.84 | 3.25 | | |
| 1908-1909 | 200.45 | 188.50 | 1.05* | 1.30* | .52* | .68* | | |
| 1909-1910 | 184.70 | 167.30 | 15.75* | 21.20* | 7.85* | 11.24* | 51.39 | 45.47 |

(a) "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

* Decrease.

## (a) Music: Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLIV

Shows the cost of music instruction in the day academic high schools, the enrollment in music, the per capita cost of music instruction, the number of music teachers, and the average number of pupils per teacher for the years 1903-1910:

| | Cost of instruction in music day academic high schools | Enrollment in music day academic high schools | Per capita cost of music instruction | Number of music teachers day academic high schools | Number pupils per music teacher day academic high schools |
|---|---|---|---|---|---|
| 1902-1903 | $1500.00 | | | 1 | |
| 1903-1904 | 1600.00 | | | 1 | |
| 1904-1905 | 1600.00 | | | 1 | |
| 1905-1906 | 1700.00 | | | 1 | |
| 1906-1907 | 1800.00 | | | 1 | |
| 1907-1908 | 2600.00 | | | 2 | |
| 1908-1909 | 2700.00 | | | 2 | |
| 1909-1910 | 3200.00 | | | 2.2 | |

(a) Special music teachers were first employed January 1, 1902.

## Drawing and Applied Arts
## Cost of Instruction, Enrollment, Per Capita, etc.

### Table XLV

Shows cost of instruction in drawing in day academic high schools, the enrollment in drawing classes, per capita cost of drawing instruction, number of drawing teachers, and average number of pupils per teacher, for the years 1901-1910:

| | Cost of instruction in drawing academic high schools | Enrollment in drawing classes academic high schools | Per capita cost of drawing instruction | Number of drawing teachers academic high schools | Number pupils per drawing teacher academic high schools |
|---|---|---|---|---|---|
| 1900-1901 | 6400.00 | | | 6 | |
| 1901-1902 | 7000.00 | | | 6 | |
| 1902-1903 | 7400.00 | | | 6 | |
| 1903-1904 | 7700.00 | | | 6 | |
| 1904-1905 | (a) 7200.00 | 1091 | $6.59 | 6 | 181.83 |
| 1905-1906 | (a) 8000.00 | 1325 | 6.03 | 6 | 220.83 |
| 1906-1907 | (a) 8900.00 | 1383 | 6.43 | 7 | 197.57 |
| 1907-1908 | (b) 7500.00 | 570 | 13.15 | 6 | 95.00 |
| 1908-1909 | (b) 10700.00 | 622 | 17.20 | 10 | 62.20 |
| 1909-1910 | (b) 12168.00 | 726 | 16.76 | 11 | 66.00 |

(a) Comprised two single periods per week.
(b) Comprised four double periods per week.

## Manual Training

### Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLVI

Shows cost of instruction in manual training in day academic high school, the enrollment in manual training, per capita cost of manual training instructions, number of manual training teachers, and the average number of pupils per teacher, for the years 1901-1910:

| | Cost of instruction manual training academic high schools | Enrollment manual training academic high schools | Per capita cost of manual training instruction | Number manual training teachers academic high schools | Number pupils per manual training teacher academic high schools |
|---|---|---|---|---|---|
| 1900-1901 | $ 9190.05 | 332 | $27.68 | 8 | 41.50 |
| 1901-1902 | 8700.00 | 397 | 21.91 | 7 | 56.71 |
| 1902-1903 | 9531.15 | 494 | 19.29 | 8 | 61.75 |
| 1903-1904 | 11381.15 | 527 | 21.59 | 9 | 58.55 |
| 1904-1905 | 15248.35 | 995 | 15.32 | 13 | 76.53 |
| 1905-1906 | 18120.96 | 1175 | 15.42 | 15 | 78.33 |
| 1906-1907 | 20436.75 | 1211 | 16.87 | 17.2 | 70.40 |
| 1907-1908 | 22890.68 | 1246 | 18.37 | 17.4 | 71.60 |
| 1908-1909 | 20272.80 | 795 | 25.50 | 13.9 | 57.19 |
| 1909-1910 | 17200.00 | 567 | 30.33 | 11.0 | 51.54 |

## Physical Training

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLVII

Shows cost of instruction in physical training in day academic high schools, enrollment in physical training, per capita cost of physical training instruction, number of physical training teachers, and the average number of pupils per teacher, for the years 1904-1910:

| | Cost of instruction physical training academic high schools | Enrollment physical training academic high schools | Per capita cost of physical training instruction | Number physical training teachers academic high schools | Number pupils per physical training teacher academic high schools |
|---|---|---|---|---|---|
| 1903-1904 | $4700.00 | | | 4 | |
| 1904-1905 | 5636.96 | 2367 | $2.38 | 6 | 394.50 |
| 1905-1906 | 7350.00 | 3383 | 2.17 | 7 | 483.28 |
| 1906-1907 | 7350.00 | 3587 | 2.04 | 7 | 512.42 |
| 1907-1908 | 7550.00 | 3519 | 2.14 | 7 | 502.71 |
| 1908-1909 | 7900.00 | 3020 | 2.61 | 7.5 | 402.66 |
| 1909-1910 | 8180.00 | 2632 | 3.10 | 7.6 | 346.31 |

(a) Special teachers of physical training were first employed during the school year 1902-3.

## Manual Training

### Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLVI

Shows cost of instruction in manual training in day academic high school, the enrollment in manual training, per capita cost of manual training instructions, number of manual training teachers, and the average number of pupils per teacher, for the years 1901-1910:

| | Cost of instruction manual training academic high schools | Enrollment manual training academic high schools | Per capita cost of manual training instruction | Number manual training teachers academic high schools | Number pupils per manual training teacher academic high schools |
|---|---|---|---|---|---|
| 1900-1901 | $ 9190.05 | 332 | $27.68 | 8 | 41.50 |
| 1901-1902 | 8700.00 | 397 | 21.91 | 7 | 56.71 |
| 1902-1903 | 9531.15 | 494 | 19.29 | 8 | 61.75 |
| 1903-1904 | 11381.15 | 527 | 21.59 | 9 | 58.55 |
| 1904-1905 | 15248.35 | 995 | 15.32 | 13 | 76.53 |
| 1905-1906 | 18120.96 | 1175 | 15.42 | 15 | 78.33 |
| 1906-1907 | 20436.75 | 1211 | 16.87 | 17.2 | 70.40 |
| 1907-1908 | 22890.68 | 1246 | 18.37 | 17.4 | 71.60 |
| 1908-1909 | 20272.80 | 795 | 25.50 | 13.9 | 57.19 |
| 1909-1910 | 17200.00 | 567 | 30.33 | 11.0 | 51.54 |

## Physical Training

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table XLVII

Shows cost of instruction in physical training in day academic high schools, enrollment in physical training, per capita cost of physical training instruction, number of physical training teachers, and the average number of pupils per teacher, for the years 1904-1910:

| | Cost of instruction physical training academic high schools | Enrollment physical training academic high schools | Per capita cost of physical training instruction | Number physical training teachers academic high schools | Number pupils per physical training teacher academic high schools |
|---|---|---|---|---|---|
| 1903-1904 | $4700.00 | | | 4 | |
| 1904-1905 | 5636.96 | 2367 | $2.38 | 6 | 394.50 |
| 1905-1906 | 7350.00 | 3383 | 2.17 | 7 | 483.28 |
| 1906-1907 | 7350.00 | 3587 | 2.04 | 7 | 512.42 |
| 1907-1908 | 7550.00 | 3519 | 2.14 | 7 | 502.71 |
| 1908-1909 | 7900.00 | 3020 | 2.61 | 7.5 | 402.66 |
| 1909-1910 | 8180.00 | 2632 | 3.10 | 7.6 | 346.31 |

(a) Special teachers of physical training were first employed during the school year 1902-3.

# Enrollment All Day Elementary Schools

## Table XLIX

Shows enrollment in all day elementary schools, the enrollment in the regular day elementary schools, and the per cent of the enrollment in all day elementary schools enrolled in regular day elementary schools; it shows also the enrollment in all special day elementary schools and the per cent of the enrollment in all day elementary schools enrolled in special day elementary schools, for the years 1901-1910:

| | (a) Enrollment all day elementary schools | (b) Enrollment regular day elementary schools | Per cent of enrollment all day elementary schools enrolled in regular day elementary schools | Enrollment Special Day Elementary Schools | | | | | | | | Per cent enrollment of all day elementary schools enrolled in special day elementary schools |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Enrollment school for deaf | Enrollment boys' school | Enrollment special schools (Defective) | Enrollment school for cripples | Enrollment all special schools | Enrollment school for blind | Enrollment backward schools | Enrollment elementary industrial school | |
| 1900-1901 | 52271 | 52051 | 99.57 | 55 | 165 | | | 220 | | | | .43 |
| 1901-1902 | 53110 | 52870 | 99.54 | 61 | 179 | | | 240 | | | | .46 |
| 1902-1903 | 54291 | 54118 | 99.68 | 51 | 122 | | | 173 | | | | .32 |
| 1903-1904 | 55627 | 55430 | 99.64 | 44 | 153 | | | 197 | | | | .36 |
| 1904-1905 | 56981 | 56718 | 99.53 | 43 | 162 | 58 | | 263 | | | | .47 |
| 1905-1906 | 59496 | 59072 | 99.28 | 59 | 235 | 130 | | 424 | | | | .72 |
| 1906-1907 | 59824 | 59294 | 99.11 | 62 | 318 | 150 | | 530 | | | | .89 |
| 1907-1908 | 60062 | 58967 | 98.17 | 76 | 798 | 213 | 8 | 1095 | | | | 1.83 |
| 1908-1909 | 60197 | 59285 | 98.48 | 79 | 614 | 210 | 9 | 912 | | | | 1.52 |
| 1909-1910 | 63164 | 61668 | 97.63 | 97 | 657 | 237 | 13 | 1496 | 12 | 328 | 152 | 2.36 |

(a) Exclusive of transfers.
(b) Exclusive of transfers, but includes enrollment of backward schools.

Sho school instruction,
per cent ementary schools;
it also s cost of instruction
all day s 1901-1910:

| | (a) Cost instruction all day elementary schools | | Cost instruction backward schools | Cost instruction elementary industrial school | Per cent instruction all day elementary schools expended on instruction special day elementary schools |
|---|---|---|---|---|---|
| 1900-1901 | $753449.48 | | | | 1.30 |
| 1901-1902 | 881655.81 | | | | 1.33 |
| 1902-1903 | 908983.51 | | | | 1.27 |
| 1903-1904 | 975015.79 | | | | 1.21 |
| 1904-1905 | 1004104.70 | | | | 1.21 |
| 1905-1906 | 1065354.18 | | | | 1.51 |
| 1906-1907 | 1152584.48 | | | | 1.86 |
| 1907-1908 | 1208266.99 | | | | 1.99 |
| 1908-1909 | 1273144.36 | | | | 2.20 |
| 1909-1910 | 1344926.17 | | 8224.64 | 6631.24 | 3.41 |

(a) Includes salary of pri
(b) Includes principals' sal School, Boys' Schools, special schools
and School for Cripple
(c) Includes cost of instru

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schools, the per
the number of
chools in special

| all special day elementary schools | Per cent teachers in all day elementary schools in special day elementary schools |
|---|---|
| .50 | 1.01 |
| 9.66 | .86 |
| 1.00 | .90 |
| 1.00 | .89 |
| 4.00 | 1.08 |
| 7.00 | 1.22 |
| 5.00 | 1.76 |
| 9.66 | 2.63 |
| 8.30 | 3.10 |
| 0.50 | 3.22 |

ctive), backward

Sh ry schools, and
the per hools; it shows
also th day elementary
schools

| | elementary industrial school | Per cent enrollment of all day elementary schools enrolled in special day elementary schools |
|---|---|---|
| 19 | | .43 |
| 19 | | .46 |
| 19 | | .32 |
| 19 | | .36 |
| 19 | | .47 |
| 19 | | .72 |
| 19 | | .89 |
| 19 | | 1.83 |
| 19 | | 1.52 |
| 19 | 152 | 2.36 |

(a) Excl
(b) Excl

# Teachers All Day Elementary Schools

## Table L

Shows number teachers in all day elementary schools, number in regular day elementary schools, the per cent of teachers in all day elementary schools in regular day elementary schools; it shows also the number of teachers in special day elementary schools and the per cent of teachers in all day elementary schools in special day elementary schools, for the years 1901-1910:

| | Number teachers all day elementary schools | (a) Number teachers regular day elementary schools | Per cent teachers all day elementary schools in regular day elementary schools | (b) Number Teachers in Special Day Elementary Schools | | | | | | | | Per cent teachers in all day elementary schools in special day elementary schools |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Teachers in school for deaf | Teachers in boys' school | Teachers special schools (Defective) | Teachers backward schools | Teachers school for cripples | Teachers in school for blind | Teachers in elementary Industrial school | Number teachers all special day elementary schools | |
| 1900-1901 | 1131.16 | 1121.50 | 99.14% | 6 | 3.66 | 0 | 0 | 0 | | | 11.50 | 1.01 |
| 1901-1902 | 1146.10 | 1134.60 | 98.99 | 7 | 4.5 | 0 | 0 | 0 | | | 9.66 | .86 |
| 1902-1903 | 1234.00 | 1223.00 | 99.10 | 7 | 4 | 0 | 0 | 0 | | | 11.00 | .90 |
| 1903-1904 | 1243.00 | 1232.00 | 99.11 | 7 | 4 | 0 | 0 | 0 | | | 11.00 | .89 |
| 1904-1905 | 1304.00 | 1290.00 | 98.92 | 7 | 3 | 4 | 0 | 0 | | | 14.00 | 1.08 |
| 1905-1906 | 1395.20 | 1378.20 | 98.78 | 6 | 3 | 8 | 0 | 0 | | | 17.00 | 1.22 |
| 1906-1907 | 1428.00 | 1403.00 | 98.24 | 7 | 5 | 10 | 3 | 0 | | | 25.00 | 1.76 |
| 1907-1908 | 1510.66 | 1471.00 | 97.37 | 9 | 6.66 | 12 | 11 | 1 | | | 39.66 | 2.63 |
| 1908-1909 | 1563.00 | 1514.70 | 96.90 | 10.3 | 8 | 13 | 16 | 1 | | | 48.30 | 3.10 |
| 1909-1910 | 1566.20 | 1515.70 | 96.77 | 9.6 | 7.0 | 13.4 | 11.5 | 1 | 1 | 7 | 50.50 | 3.22 |

(a) Includes teachers in all day elementary schools except those in Schools for Deaf, Boys' School, special schools (Defective), backward schools, and Schools for Cripples.

(b Includes teachers in Schools for Deaf, special schools (Defective), backward schools and School for Cripples only.

## Regular Day Elementary School
## Cost of Instruction

### Table LI

Shows the cost of instruction in regular day elementary schools for the years 1901-1910, the increase and the percent of increase of each year over the preceding, also the per cent of increase 1910 over 1901:

| | (a) Cost of instruction regular day elementary schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1910 over 1901 |
|---|---|---|---|---|
| 1900-1901 | $ 743729.53 | | | |
| 1901-1902 | 869983.34 | $126253.81 | 16.97 | |
| 1902-1903 | 897515.79 | 27532.45 | 3.16 | |
| 1903-1904 | 963221.38 | 65705.59 | 7.32 | |
| 1904-1905 | 991968.86 | 28747.48 | 2.98 | |
| 1905-1906 | 1049276.31 | 57307.45 | 5.77 | |
| 1906-1907 | 1131183.11 | 81906.80 | 7.80 | |
| 1907-1908 | 1184313.26 | 53130.15 | 4.69 | |
| 1908-1909 | 1245217.32 | 60904.06 | 5.14 | |
| 1909-1910 | 1298977.60 | 53760.28 | 4.31 | 74.65 |

(a) Includes salary of principals, also cost of German, manual training, cooking, and of backward schools.

## Enrollment by Years

### Table LII

Shows the enrollment in the regular day elementary schools for the years 1901-1910, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1910 over 1901:

| | (a) Enrollment in regular day elementary schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1910 over 1901 |
|---|---|---|---|---|
| 1900-1901 | 52051 | | | |
| 1901-1902 | 52870 | 819 | 1.57 | |
| 1902-1903 | 54118 | 1248 | 2.36 | |
| 1903-1904 | 55430 | 1312 | 2.42 | |
| 1904-1905 | 56718 | 1288 | 2.32 | |
| 1905-1906 | 59072 | 2354 | 4.15 | |
| 1906-1907 | 59294 | 222 | .37 | |
| 1907-1908 | 58967 | 327 (deacrese) | .55 (deacres) | |
| 1908-1909 | 59285 | 318 | .53 | |
| 1909-1910 | 61663 | 2383 | 4.01 | 18.47 |

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

## Enrollment by Grades

### Table LIII

Shows enrollment in each grade of the day elementary schools and enrollment in all grades for the years 1901-1910:

| | GRADE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Total |
| 1900-1901 | a12619 | 8653 | 8590 | 8108 | 6522 | 5278 | 3583 | 2472 | 55825 |
| 1901-1902 | a12860 | 8558 | 8763 | 8357 | 6671 | 5108 | 3837 | 2519 | 56673 |
| 1902-1903 | a12904 | 9094 | 8838 | 8952 | 6900 | 5511 | 3893 | 2708 | 58800 |
| 1903-1904 | a13411 | 9437 | 9352 | 9256 | 7424 | 6051 | 4312 | 2820 | 62063 |
| 1904-1905 | a13184 | 9665 | 9335 | 8914 | 7645 | 6178 | 4568 | 3222 | 62711 |
| 1905-1906 | a13839 | 9725 | 10236 | 8407 | 7860 | 6362 | 4567 | 3515 | 64511 |
| 1906-1907 | a14189 | 9684 | 9979 | 8842 | 7704 | 6389 | 4592 | 3245 | 64624 |
| 1907-1908 | a14509 | 9992 | 9530 | 8780 | 7702 | 6179 | 4974 | 3254 | 64920 |
| 1908-1909 | b11868 | 8824 | 8851 | 8125 | 7431 | 6017 | 4761 | 3706 | 59583 |
| 1909-1910 | 12597 | 9960 | 8752 | 8222 | 7223 | 6120 | 4924 | 3870 | 61668 |

(a) Includes transfers and enrollment of all special schools.
(b) Exclusive of transfers, but includes enrollment of all special schools except of Boys' School.

## Table LIV

### Enrollment: Per Cent in Each Grade

Shows per cent of the total enrollment in the regular day elementary schools in each grade for the years 1901-1910:

| | GRADE | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| 1900-1901 | b22.60 | 15.50 | 15.38 | 14.52 | 11.68 | 9.45 | 6.41 | 4.42 |
| 1901-1902 | b22.69 | 15.10 | 15.46 | 14.74 | 11.77 | 9.01 | 6.77 | 4.44 |
| 1902-1903 | b21.94 | 15.45 | 15.03 | 15.22 | 11.73 | 9.37 | 6.62 | 4.60 |
| 1903-1904 | b21.60 | 15.20 | 15.06 | 14.91 | 11.96 | 9.74 | 6.94 | 4.54 |
| 1904-1905 | b21.02 | 15.41 | 14.88 | 14.21 | 12.19 | 9.85 | 7.28 | 5.13 |
| 1905-1906 | b21.45 | 15.07 | 15.86 | 13.03 | 12.18 | 9.86 | 7.07 | 5.44 |
| 1906-1907 | b21.95 | 14.98 | 15.44 | 13.68 | 11.92 | 9.88 | 7.10 | 5.02 |
| 1907-1908 | b22.34 | 15.39 | 14.67 | 13.52 | 11.86 | 9.51 | 7.66 | 5.01 |
| 1908-1909 | c19.91 | 14.80 | 14.85 | 13.63 | 12.47 | 10.09 | 7.99 | 6.21 |
| 1909-1910 | 20.42 | 16.15 | 14.19 | 13.33 | 11.71 | 9.92 | 7.98 | 6.27 |

(a) Normal per cent each grade 12.5.
(b) Based on enrollment including transfers and enrollment of all special schools.
(c) Based on enrollment excluding transfers, but including enrollment of all special schools except Boys' School.

### Whole Number Teachers

## Table LV

Shows number of teachers in the regular day elementary schools for the years 1901-1910, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1910 over 1901:

| | (a) Number teachers regular day elementary schools | Increase over preceding year | Per cent of increase over preceding year | Per cent of increase 1910 over 1901 |
|---|---|---|---|---|
| 1900-1901 | 1121.50 | | | |
| 1901-1902 | 1134.60 | 13.10 | 1.16 | |
| 1902-1903 | 1223.00 | 88.40 | 7.79 | |
| 1904-1905 | 1290.00 | 58.00 | 4.70 | |
| 1905-1906 | 1378.20 | 88.20 | 6.83 | |
| 1906-1907 | 1403.00 | 24.80 | 1.79 | |
| 1907-1908 | 1471.00 | 68.00 | 4.84 | |
| 1908-1909 | 1514.70 | 43.70 | 2.97 | |
| 1909-1910 | 1515.70 | 1.00 | .06 | 35.14 |

(a) Includes all day elementary school teachers other than teachers in Schools for Deaf, Boys' School. special schools (Defective), backward schools and School for Cripples.

## Number Regular and Special Teachers

## Table LVI

Shows whole number teachers regular day elementary schools, the number of regular teachers in regular day schools, the per cent of whole number of teachers in regular day schools, regular teachers, it also shows the number of special teachers in the regular day schools and the per cent of the whole number of teachers in the regular day elementary schools that are special teachers, for the years 1901-1910:

| | (a) Whole number teachers regular day elementary schools | (b) Number regular teachers in regular day elementary schools | Per cent of teachers regular day elementary schools reg. teachers | No. special teachers regular day elementary schools | | | Per cent teachers regular day elementary schools special teachers |
|---|---|---|---|---|---|---|---|
| | | | | Number German teachers | Number manual training and cooking teachers | Whole No. special teachers | |
| 1900-1901 | 1121.5 | 1046.5 | 93.31% | 69 | 6 | 75 | 6.69 |
| 1901-1902 | 1134.6 | 1057.6 | 93.21 | 69 | 8 | 77 | 6.79 |
| 1902-1903 | 1223.0 | 1130.0 | 92.39 | 85 | 8 | 93 | 7.61 |
| 1903-1904 | 1232.0 | 1145.0 | 92.93 | 79 | 8 | 87 | 7.07 |
| 1904-1905 | 1290.0 | 1196.0 | 92.71 | 86 | 8 | 94 | 7.29 |
| 1905-1906 | 1378.2 | 1271.0 | 92.22 | 97 | 10.2 | 107.2 | 7.78 |
| 1906-1907 | 1403.0 | 1316.0 | 93.79 | 76 | 11 | 87 | 6.21 |
| 1907-1908 | 1471.0 | 1381.0 | 93.88 | 76 | 14 | 90 | 6.12 |
| 1908-1909 | 1514.7 | 1400.7 | 92.47 | 95 | 19 | 114 | 7.53 |
| 1909-1910 | 1515.7 | 1397.7 | 92.21 | 91 | 27 | 118 | 7.78 |

(a) Includes all day elementary school teachers other than teachers in Schools for Deaf, Boys' School special schools (Defective), backward schools and School fr Cripples.

(b) Includes all teachers in regular day elementary schools other than teachers of German, manual training and cooking.

(c) Exclusive of exchange teachers.

## Pupils per Teacher, on Whole Number Teachers

### Table LVII

Shows the enrollment in the regular day elementary schools, for the years 1901-1910, the number of teachers in the regular day elementary schools the number pupils per teacher in the regular day elementary schools, the decrease in number pupils per teacher over preceding year, and the per cent of decrease in number pupils per teacher 1910 over 1901:

| | (a) Enrollment regular day elementary schools | (b) Teachers in regular day elementary schools | Pupils per teacher in regular day elementary schools | Decrease over preceding year in number pupils per teacher in reg. day elementary schools | Per cent of decrease in number pupils per teacher 1910 over 1901 |
|---|---|---|---|---|---|
| 1900-1901 | 52051 | 1121.5 | 46.41 | | |
| 1901-1902 | 52870 | 1134.6 | 46.59 | .17 (increase) | |
| 1902-1903 | 54118 | 1223.0 | 44.25 | 2.34 | |
| 1903-1904 | 55430 | 1232.0 | 44.99 | .74 (increase) | |
| 1904-1905 | 56718 | 1290.0 | 43.96 | 1.03 | |
| 1905-1906 | 59072 | 1378.0 | 42.86 | 1.10 | |
| 1906-1907 | 59294 | 1403.0 | 42.26 | .60 | |
| 1907-1908 | 58967 | 1471.0 | 40.08 | 2.18 | |
| 1908-1909 | 59285 | 1514.7 | 39.13 | .95 | |
| 1909-1910 | 61668 | 1515.7 | 40.68 | 1.55 (increase) | 12.34 |

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b Includes all teachers in day elementary schools except those in Schools for Deaf, Boys' School, special schools (Defective), and Schools for Cripples.

## Pupils per Teacher on Number Regular Teachers

### Table LVIII

Shows the enrollment in the regular day elementary schools for the years 1901-1910, the number of regular teachers in the regular day elementary schools, the average number pupils per regular teacher, the decrease in number of pupils over the preceding year, also the per cent of decrease in number of pupils per regular teacher 1910 over 1901:

| | (a) Enrollment regular day elementary schools | (b) Number regular teachers regular day elementary schools | Number pupils per regular teacher per day elementary schools | Decrease in number pupils per regular teacher | Per cent of decrease in number pupils per regular teacher 1910 over 1901 |
|---|---|---|---|---|---|
| 1900-1901 | 52051 | 1046.5 | 49.73 | | |
| 1901-1902 | 52870 | 1057.6 | 49.90 | .26* | |
| 1902-1903 | 54118 | 1130.0 | 47.88 | 2.11 | |
| 1903-1904 | 55430 | 1145.0 | 48.41 | .53* | |
| 1904-1905 | 56718 | 1196.0 | 47.42 | .99 | |
| 1905-1906 | 59072 | 1271.0 | 46.47 | .95 | |
| 1906-1907 | 59294 | 1316.0 | 45.05 | 1.42 | |
| 1907-1908 | 58967 | 1381.0 | 42.69 | 2.36 | |
| 1908-1909 | 59285 | 1400.7 | 42.32 | .37 | |
| 1909-1910 | 61668 | 1397.7 | 44.12 | 1.80* | 11.28 |

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Exclusive of German teacher, manual training and cooking teachers and teachers in all special schools.

* Increase.

## Per Capita Cost of Instruction

## Table LIX

Shows cost of instruction in the regular day elementary schools, for the years 1901-1910, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1910 over 1901:

| | (a) Cost of instruction regular day elementary schools | (b) Enrollment in regular day elementary schools | Per capita cost of instruction in regular day elementary schools | Increase in per capita cost over preceding year | Per cent of increase in per capita cost over preceding year | Per cent of increase in per capita cost 1910 over 1901 |
|---|---|---|---|---|---|---|
| 1900-1901 | $743729.43 | 52051 | $14.28 | | | |
| 1901-1902 | 869983.34 | 52870 | 16.45 | $2.17 | 15.19 | |
| 1902-1903 | 897515.79 | 54118 | 16.58 | .13 | .79 | |
| 1903-1904 | 963221.38 | 55430 | 17.37 | .79 | 4.76 | |
| 1904-1905 | 991968.86 | 56718 | 17.48 | .11 | .63 | |
| 1905-1906 | 1049276.31 | 59072 | 17.76 | .28 | 1.60 | |
| 1906-1907 | 1131183.11 | 59294 | 19.07 | 1.31 | 7.37 | |
| 1907-1908 | 1184313.26 | 58967 | 20.08 | 1.01 | 5.29 | |
| 1908-1909 | 1245217.32 | 59285 | 21.00 | .92 | 4.58 | |
| 1909-1910 | 1298977.60 | 61668 | 21.06 | .06 | .28 | 47.47 |

(a) Includes salaries of principals also cost of German and backward schools, but not the cost of instruction in Schools for Deaf, Boys' School, special schools or School or Cripples.

(b) Exclusive of transfers and enrollment of all special schools, other than backward schools.

## German

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

## LX

Shows cost of German instruction in the regular day elementary schools, the enrollment, the per capita cost of German instruction, the number of teachers and the average number of pupils per teacher for the years 1908-1910:

| | (a) Cost of German instruction in regular day elementary schools | (b) Enrollment in German in regular day elementary schools | Per capita cost German instruction regular day elementary schools | (c) Number of German teachers in regular day elementary schools | Average number of pupils per German teacher in regular day elementary schools |
|---|---|---|---|---|---|
| 1907-1908 | | 7537 | | 76 | 99.17 |
| 1908-1909 | | 10724 | | 95 | 112.88 |
| 1909-1910 | 71583.44 | 11240 | 6.36 | 91 | 123.51 |

(a) Exclusive of salary of exchange teachers.
(b) Average monthly enrollment.
(c) Exclusive of exchange teachers.

## Manual Training and Home Arts:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXI

Shows the cost of manual training and home arts instruction in the regular day elementary schools, the enrollment, the per capita cost, the number of teachers and the average number of pupils per teacher for the years 1901-1910:

| | Cost of manual training and cooking instruction | Enrollment in manual training and cooking instruction | Per capita cost manual training and cooking instruction | Number manual training and cooking teachers | teachers (a) Average number pupils per teacher |
|---|---|---|---|---|---|
| 1900-1901 | $4991.36 | 1674 | $2.98 | 6 | 279 |
| 1901-1902 | 6852.76 | 2266 | 3.02 | 8 | 283.25 |
| 1902-1903 | 8813.91 | 2305 | 3.82 | 8 | 288.12 |
| 1903-1904 | 8381.65 | 2669 | 3.14 | 8 | 333.62 |
| 1904-1905 | 7684.39 | 2701 | 2.84 | 8 | 337.62 |
| 1905-1906 | 8830.49 | 3019 | 2.92 | 10.2 | 295.98 |
| 1906-1907 | 10115.50 | 3187 | 3.17 | 11 | 289.72 |
| 1907-1908 | 12278.79 | 3957 | 3.10 | 14 | 282.64 |
| 1908-1909 | 16237.20 | 5452 | 2.97 | 19 | 286.94 |
| 1909-1910 | 20194.45 | 7633 | 2.64 | 27 | 282.70 |

(a) One lesson per week in manual training for boys and one lesson per week in cooking for girls.

## Special Day Elementary Schools

## School for the Deaf:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXII

Shows the cost of instruction in the school for the deaf, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher for 1901-1910:

| | (a) Cost of instruction school for deaf | Enrollment school for deaf | Per capita cost of instruction school for deaf | Number of teachers school for deaf | Number pupils per teacher school for deaf |
|---|---|---|---|---|---|
| 1900-1901 | $5591.03 | 55 | $101.65 | 6 | 9.16 |
| 1901-1902 | 6294.76 | 61 | 103.19 | 7 | 8.71 |
| 1902-1903 | 6541.28 | 51 | 128.26 | 7 | 7.28 |
| 1903-1904 | 6599.93 | 44 | 149.99 | 7 | 6.28 |
| 1904-1905 | 6595.98 | 43 | 153.39 | 7 | 6.14 |
| 1905-1906 | 5479.02 | 59 | 92.86 | 6 | 9.83 |
| 1906-1907 | 7096.53 | 62 | 114.46 | 7 | 8.85 |
| 1907-1908 | 7440.31 | 76 | 97.89 | 9 | 8.50 |
| 1908-1909 | 8696.81 | 79 | 110.08 | 10.3 | 7.66 |
| 1909-1910 | 9954.39 | 97 | 102.62 | 9.6 | 10.10 |

(a) Includes salary of principal.

## Boys' School

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXIII

Shows cost of instruction in the boys' school (school for truants), the enrollment, per capita cost of instruction, and the number of teachers, and average number of pupils per teacher for the years 1901-1910:

| | (a) Cost of instruction boys' school | Enrollment in boys' school | Per capita cost of instruction boys' school | Number of teachers boys' school | Number pupils per teacher boys' school |
|---|---|---|---|---|---|
| 1900-1901 | $4128.92 | 165 | $25.02 | 3.66 | 45.08 |
| 1901-1902 | 5377.71 | 179 | 30.04 | 4.50 | 39.77 |
| 1902-1903 | 4926.44 | 122 | 40.38 | 4 | 30.50 |
| 1903-1904 | 5194.48 | 153 | 33.95 | 4 | 38.25 |
| 1904-1905 | 3988.64 | 162 | 24.62 | 3 | 54,00 |
| 1905-1906 | 4419.50 | 235 | 18.80 | 3 | 78.33 |
| 1906-1907 | 5679.22 | 318 | 17.85 | 5 | 63,60 |
| 1907-1908 | 6616.11 | 798 | 8.29 | 6,66 | 119.83 |
| 1908-1909 | 8751.92 | 614 | 14.25 | 8 | 76.75 |
| 1909-1910 | 9040.99 | 657 | 13.76 | 7 | 93.85 |

(a) Includes salary of principal.

## (a) Special School of Individual Instruction:

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXIV

Shows cost of instruction in special schools for physically and mentally defective children, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher, for the years 1906-1910:

| | Cost of instruction special schools | Enrollment in special schools instruction | Per capita cost of special schools | Number of teachers special schools | Number pupils per teacher special schools |
|---|---|---|---|---|---|
| 1905-1906 | $6179.35 | 130 | $47.53 | 8 | 16.25 |
| 1906-1907 | 8625.62 | 150 | 57.50 | 10 | 15 |
| 1907-1908 | 9488.09 | 213 | 44.54 | 12 | 17.75 |
| 1908-1909 | 9928.31 | 210 | 47.27 | 13 | 16.15 |
| 1909-1910 | 10622.41 | 237 | 44.82 | 13.4 | 17.68 |

(a) Special schools were first organized by the Board of Education during the school year of 1904-5.

# KINDERGARTEN

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXV

Shows the cost of kindergarten instruction, the enrollment, the per capita cost of instruction, the number of kindergarten teachers, and the average number of pupils per teacher, for the years 1901-1910:

| | Cost of instruction kindergarten | Enrollment in kindergarten | Per capita cost of instruction kindergarten | Number of teachers in kindergarten | Average number of pupils per kindergarten teacher |
|---|---|---|---|---|---|
| 1900-1901 | $22736.67 | 1886 | $12.05 | 48 | 39.29 |
| 1901-1902 | 27933.72 | 1889 | 14.78 | 46 | 41.06 |
| 1902-1903 | 31272.68 | 2010 | 15.55 | 59 | 34.06 |
| 1903-1904 | 38066.97 | 2336 | 16.29 | 63 | 37.07 |
| 1904-1905 | 39779.40 | 2409 | 16.51 | 63 | 38.23 |
| 1905-1906 | 44941.32 | 2656 | 16.92 | 74 | 35.89 |
| 1906-1907 | 54040.61 | 3240 | 16.67 | 79 | 41.01 |
| 1907-1908 | 53008.85 | 3605 | 14.70 | 81 | 44.50 |
| 1908-1909 | 63811.96 | 4935 | 12.93 | 90 | 54.83 |
| 1909-1910 | 69598.22 | 5537 | 12.56 | 105 | 52.73 |

# EVENING SCHOOLS

## Evening High Schools

### Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXVI

Shows the cost of instruction in the evening high schools, the enrollment, the per capita cost of instruction, the number of evening high school teachers and the average number of evening high school pupils per teacher for each of the years 1903-1910:

| | Cost of instruction evening high schools | Enrollment evening high schools | Per capita cost of instruction evening high schools | Number teachers evening high schools | Number pupils per teacher evening high schools |
|---|---|---|---|---|---|
| 1902-1903 | $1545.00 | 207 | $7.46 | 7 | 29.57 |
| 1903-1904 | 2392.24 | 275 | 8.69 | 13 | 21.15 |
| 1904-1905 | 3033.00 | 533 | 5.69 | 26 | 20.50 |
| 1905-1906 | 3745.00 | 544 | 6.88 | 31 | 17.54 |
| 1906-1907 | 5672.50 | 896 | 6.33 | 57 | 15.71 |
| 1907-1908 | 7506.00 | 1228 | 6.11 | 54 | 22.74 |
| 1908-1909 | 10884.75 | 1891 | 5.75 | 79 | 23.93 |
| 1909-1910 | 13617.00 | 2065 | 6.59 | 88 | 23.46 |

## Evening Elementary Schools

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXVII

Shows the cost of instruction in the evening elementary schools, the enrollment, the per capita cost, the number of evening elementary school teachers and the average number of evening elementary school pupils per teacher, for the years 1901-1910:

| | Cost of evening elementary school instruction | Enrollment evening elementary schools | Per capita cost of instruction evening elementary schools | Number teachers evening elementary schools | Number pupils per teacher evening elementary schools |
|---|---|---|---|---|---|
| 1900-1901 | $5622.00 | 1064 | $5.28 | 36 | 29.55 |
| 1901-1902 | 5420.00 | 852 | 6.36 | 32 | 26.62 |
| 1902-1903 | 5878.00 | 1058 | 5.55 | 31 | 34.12 |
| 1903-1904 | 6470.50 | 2079 | 3.11 | 33 | 63.00 |
| 1904-1905 | 6992.00 | 3089 | 2.26 | 38 | 81.28 |
| 1905-1906 | 7332.00 | 3721 | 1.97 | 41 | 90.75 |
| 1906-1907 | 9690.00 | 4400 | 2.20 | 51 | 86.27 |
| 1907-1908 | 12249.00 | 5440 | 2.25 | 62 | 87.74 |
| 1908-1909 | 12944.00 | 5031 | 2.57 | 69 | 72.91 |
| 1909-1910 | 13475.50 | 4608 | 2.92 | 69 | 66.78 |

# SUMMER SCHOOLS

## (a) Summer High School

Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXVIII

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of summer high school teachers, and the average number of summer high school puipls per teacher for the years 1903-1910:

| | Cost of instruction in summer high schools | Enrollment in summer high schools | Per capita cost instruction in summer high schools | Number teachers summer high schools | Number pupils per teacher summer high schools |
|---|---|---|---|---|---|
| 1902-1903 | $795.00 | 264 | $3.01 | 4 | 66 |
| 1903-1904 | 800.00 | 207 | 3.86 | 4 | 51.75 |
| 1904-1905 | 800.00 | 247 | 3.23 | 4 | 61.75 |
| 1905-1906 | 1050.00 | 278 | 3.77 | 5 | 55.60 |
| 1906-1907 | 1045.00 | 303 | 3.44 | 5 | 60.60 |
| 1907-1908 | 1050.00 | 252 | 4.16 | 5 | 50.40 |
| 1908-1909 | 1050.00 | 216 | 4.86 | 5 | 43.20 |
| 1909-1910 | 1008.75 | 258 | 3.90 | 5 | 51.60 |

(a) Summer high school organized 1903.

## Number Making Up All Work and Per Capita Cost

### Table LXIX

Shows cost of instruction in summer high schools, the enrollment, the number remaining to end of term, the number making up all work, per cent of enrollment making up all work, and the per capita cost on number making up all work, for the years 1903-1910:

| | Cost of instruction summer high schools | Enrollment in summer high schools | Number remaining to end of term | Number making up all work | Per cent of enrollment making up all work | Per capita cost on number making up all work |
|---|---|---|---|---|---|---|
| 1902-1903 | $795.00 | 264 | 235 | 202 | 76.51 | $3.93 |
| 1903-1904 | 800.00 | 207 | 172 | 137 | 66.18 | 5.83 |
| 1904-1905 | 800.00 | 247 | 201 | 181 | 73.27 | 4.41 |
| 1905-1906 | 1050.00 | 278 | 224 | 157 | 56.47 | 6.68 |
| 1906-1907 | 1045.00 | 303 | 266 | 171 | 56.43 | 6.11 |
| 1907-1908 | 1050.00 | 252 | 214 | 149 | 59.12 | 7.04 |
| 1908-1909 | 1050.00 | 216 | 198 | 144 | 66.66 | 7.29 |
| 1909-1910 | 1008.75 | 258 | 229 | 161 | 62.40 | 6.26 |

# SUMMER ELEMENTARY SCHOOL

## (a) Summer Grammar School

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXX

Shows the cost of instruction in the summer grammar schools, the enrollment, the per capita cost of instruction, the number of summer grammar school pupils per teacher, for the years 1905-1910:

| | Cost of instruction summer grammar schools | Enrollment summer grammar schools | Per capita cost instruction summer schools | Number of teachers summer grammar schools | Number of pupils per teacher summer grammar schools |
|---|---|---|---|---|---|
| 1904-1905 | $450.00 | 228 | $1.96 | 3 | 76 |
| 1905-1906 | 600.00 | (b) 240 | 2.50 | 4 | 60 |
| 1906-1907 | 2948.75 | 856 | 3.44 | 19 | 45.05 |
| 1907-1908 | 4629.80 | 925 | 5.00 | 29 | 31.89 |
| 1908-1909 | 5080.00 | 1095 | 4.63 | 33 | 33.18 |
| 1909-1910 | 4338.75 | 1027 | 4.22 | 28 | 36.67 |

(a) Summer grammar school organized 1905.
(b) Not exact.

## Number Making Up All Work and Per Capita Cost

### Table LXXI

Shows cost of instruction in the summer grammar schools, the enrollment, the number remaining to end of term, number making up all work, per cent of enrollment making up all work, also the per capita cost on number making up all work, for the years 1907-1910:

| | Cost of instruction summer grammar schools | Enrollment summer grammar schools | Number remaining to end of term | Number making up all work | Per cent of enrollment up all work | Per capita cost on number making up all work |
|---|---|---|---|---|---|---|
| 1906-1907 | $2948.75 | 856 | 687 | 453 | 52.92 | $6.50 |
| 1907-1908 | 4629.80 | 925 | 764 | 487 | 52.64 | 9.50 |
| 1908-1909 | 5080.00 | 1095 | 949 | 643 | 58.72 | 7.90 |
| 1909-1910 | 4338.75 | 1027 | 884 | 527 | 51.31 | 8.23 |

## (a) Playgrounds

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

### Table LXXVI

Shows cost of instruction in summer playgrounds, the enrollment, per capita cost playground instruction, the number of playground teachers, and the number of pupils per teacher for each of the years 1903-1910:

| | Cost of instruction summer playgrounds | Enrollment summer playgrounds | Per capita cost instruction summer playground | Number teachers summer playgrounds | Number pupils per teacher summer playgrounds |
|---|---|---|---|---|---|
| 1902-1903 | $ 225.00 | (b) 213 | $1.05 | 2 | 106.50 |
| 1903-1904 | 420.00 | 700 | .60 | 4 | 175.00 |
| 1904-1905 | 420.00 | 645 | .65 | 4 | 161.25 |
| 1905-1906 | 840.00 | 800 | 1.05 | 4 | 200.00 |
| 1906-1907 | 840.00 | 1090 | .77 | 8 | 136.25 |
| 1907-1908 | 840.00 | 1242 | .67 | 8 | 155.25 |
| 1908-1909 | 1378.25 | 2917 | .47 | 12 | 243.08 |
| 1909-1910 | 292.33 | 743 | .39 | 4 | 185.75 |

(a) Summer playgrounds were first organized by the Board of Education in 1903.

(b) Probably not exact.

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